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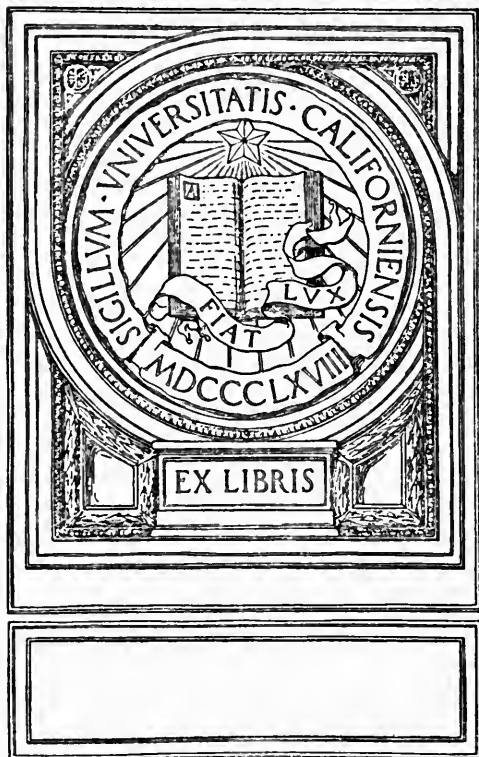
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HISTORY OF
NORMAL INSTRUCTION

IN WISCONSIN.

1893.

UNIVERSITY OF CALIFORNIA
AT LOS ANGELES



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HISTORICAL SKETCH
OF
NORMAL INSTRUCTION
IN
WISCONSIN.

BY
ALBERT SALISBURY.

1893.

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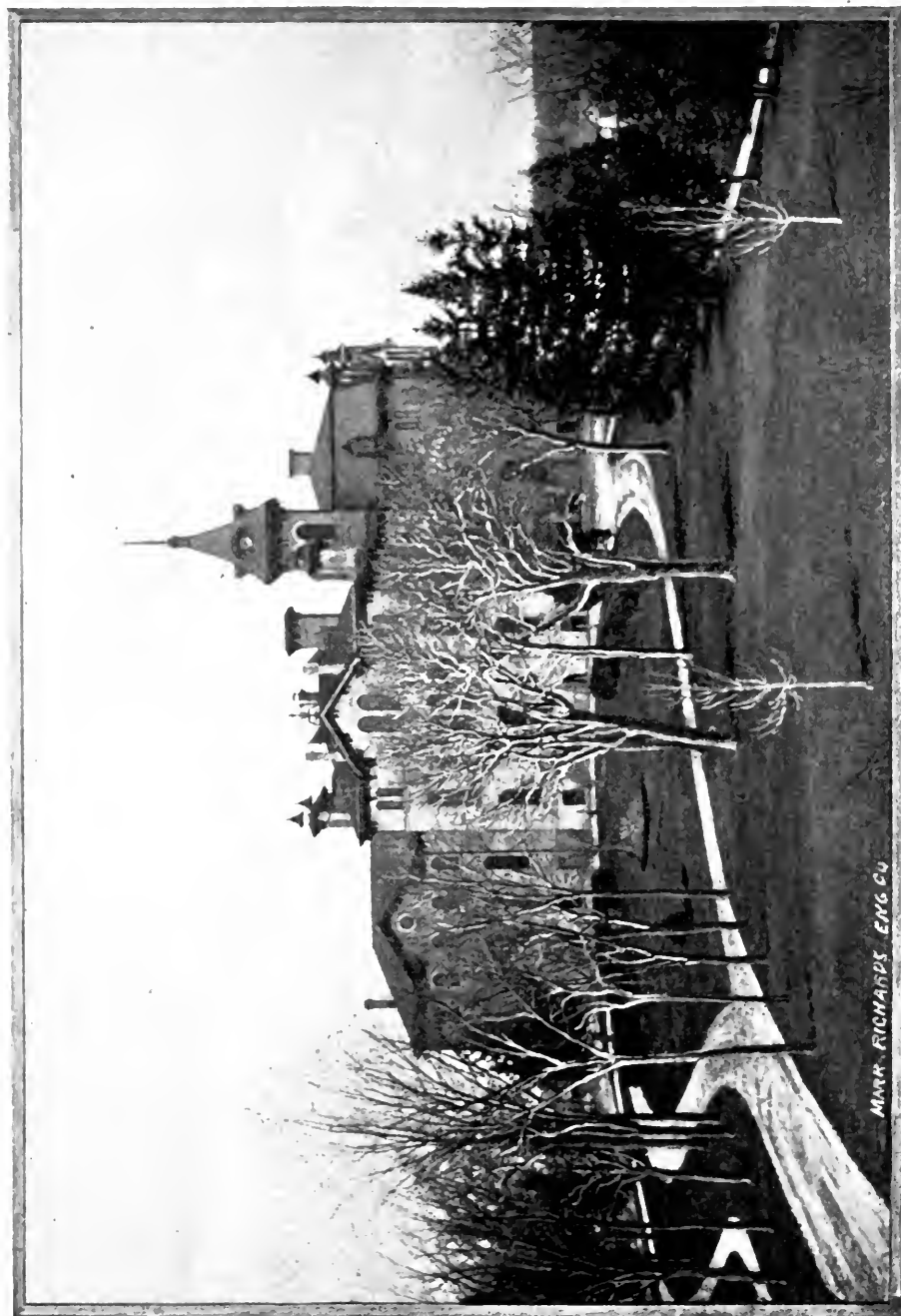
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Prefatory Note.

It is with great reluctance that I give this sketch to the printer. The Normal schools of Wisconsin deserve, in this Columbian year, a more careful and thoughtful treatment than it has been possible for me to give them with justice to other demands and duties. The fact that I had prepared a similar sketch for the Centennial celebration seemed to fix the duty upon me again. Chapters I., II. and III. of the present sketch are taken, with but slight modification, from that of 1876. Much other material from the earlier outline, broken up and recast, has been made to do duty a second time. The kind assistance given me by the presidents of the several schools deserves a better result than is here presented. I must, therefore, be allowed to plead that what follows is not offered as history but only as *material* for history. With this thought in mind, all possible care has been given to secure accuracy in fact. No time or strength was left for attempting finish or elegance in the form of presentation. Neither has it been possible, under the circumstances, to adequately analyze the facts presented and draw from them their full meaning; though some unsatisfactory effort has been made in that direction. Much regretting that proper time and labor could not be given to so congenial an undertaking, the result is submitted to those who can make use of it.

WHITEWATER, Wis., February, 1893.

A. S.



MARK RICHARDS ENG CO

WHITewater NORMAL SCHOOL.

Historical Sketch of Normal Schools in Wisconsin.

CHAPTER I.

THE GROWTH OF THE IDEA.

The flourishing oak-tree implies the acorn, the soil, and time for growth. A system of normal instruction like that of Wisconsin, with its five schools in active operation, with others in prospect, and with an elaborate adjunct system of teachers' institutes, similarly implies previous agitation and labor and the gradual growth of favorable public sentiment. Thus any intelligent presentation of the normal school history of the state must include some consideration of the growth of the normal school idea among the people of the state.

The normal school acorn was brought from the East to Wisconsin in the territorial days. The first attempt to plant it was made in the constitutional convention of 1846. In the journal of that body we read as follows: "The question was then put on concurring in the fifth amendment of the committee (of the whole), which was to add to section 2d, 'until a university shall be established, the net income of the university lands shall be appropriated to the support of normal schools,' and was decided in the negative (48 to 51)."

The authorship of this amendment cannot be certainly determined. Dr. Henry Barnard had come to Madison, at the invitation of Hon. John H. Tweedy and others, and addressed the convention at an evening session. The points advocated by him were reduced to writing by himself, and were embodied in the constitution as adopted by the convention. Possibly he was the author of this unsuccessful amendment, also, but it seems hardly probable.

The constitution of 1846 was rejected by the people of the territory, and another convention met late in 1847. As a part of the article on education, the committee on that subject reported the following:

"Section 7. When the population of any county in this state shall exceed twenty thousand in number, provision shall be made by law for the erection of an academy in such county, with male and female departments and a normal school department for the education of teachers for the primary schools."

But this section was expunged by the convention.

THE STATE CONSTITUTION.

The normal school idea, however, gained a foothold in the constitution of 1848, which, in Article X., Section 2, sets apart "a separate fund, to be called the school fund, the interest of which, and all other revenues derived from the school lands, shall be exclusively applied to the following objects, to-wit:

"1. To the support and maintenance of common schools in each school district, and the purchase of suitable libraries and apparatus therefor.

"2. The residue shall be appropriated to the support and maintenance of academies and normal schools, and suitable libraries and apparatus therefor."

Here we are able to trace, in part at least, the paternity of the provision for normal schools. The article on education was drafted by Rev. Eleazer Root, of Waukesha, who had been elected to the convention by constituents of opposite politics, with special reference to the cause of public education. During the weeks between Mr. Root's election as a delegate and the assembling of the convention, he had been in frequent conference with Mr. Elihu Enos, Jr., a graduate of the Albany normal school under David P. Page, who had just entered upon the work of teaching in Waukesha, through Mr. Root's instrumentality. Fresh from the influence of Mr. Page, and full of enthusiasm for normal schools, Mr. Enos labored diligently to instill the idea into Mr. Root's mind, and with success.

The first plan conceived for securing normal instruction in the state was that of connecting it with the university. In January of 1849, less than a year after the admission of Wisconsin as a state, the regents of the embryo state university, by an ordinance which was ratified by the legislature in the month following, established therein a normal department. But the funds at their command were insufficient for the work already in hand, and the ordinance remained inoperative so far as it concerned normal instruction.

FIRST REPORT OF THE STATE SUPERINTENDENT.

At the close of 1849, Honorable Eleazer Root, then superintendent of public instruction, made the first annual report from his department. In it he calls attention to the provision of the constitution respecting normal schools, recounts the history of the Albany normal school, and transmits the university "ordinance of 1849," just alluded to. He thinks that such a normal department, with a system of teachers' institutes, may answer present need.

Concerning this ordinance of 1849, it cannot be amiss to give such extracts as will give an intelligent idea of its purport. The charter of the university had provided for four departments, the fourth being that of the theory and practice of elementary instruction.

THE UNIVERSITY ORDINANCE OF 1849.

The ordinance referred to, after organizing the department of science, literature and arts, proceeds as follows :

"The Regents of the University do further ordain :

"1. That there be hereby established a normal professorship ; and that it be the duty of the chair to render instruction in the art of teaching, comprising the most approved modes of inculcating knowledge, and administering the discipline of the common school ; and in such branches of study as may best prepare the pupils in this department for their honorable and useful vocation as educators of the popular mind."

Sec. 2 constitutes the chancellor and the normal professor the faculty of this department, whose duty it shall be to hold annual sessions of at least five months, for the instruction of such young men as may avail themselves thereof with a view to teaching in the state.

Other sections provide for tuition without charge, for a degree and diploma, etc.

Section 6 declares: "That it is the fixed intention of the board of regents thus to make the University of Wisconsin subsidiary to the great cause of popular education, by making it, through its normal department, the nursery of the educators of the popular mind, and the central point of union and harmony to the educational interests of the commonwealth."

SUPERINTENDENT ROOT'S REPORTS FOR 1850 AND 1851.

In his report for 1850, Superintendent Root again argues for normal instruction, saying: "In consideration of the exigencies of the public schools, the imperative demand for

normal instruction, and the probable inadequacy of the available means of the university to provide for the reasonable supply of that demand, I would respectfully suggest for the consideration of the legislature, the policy of aiding the regents in the completion of the normal school building already begun, and of making an appropriation from the annual revenue of the school fund, of a sum sufficient to defray the current expenses of normal instruction therein, until the university shall be able to assume the burden for the benefit of the common schools of the state."

And in 1851, in his last report, he returns vigorously to the charge, with these words: "The utility of normal instruction is conceded; it is provided for in the constitution; it is imperatively demanded by our wants; 2,300 schools ask for it, and more than 111,000 children are in daily need of it. Action on this subject should be no longer postponed. The income of the school fund is now amply sufficient to justify it." He therefore urged the "speedy organization of the department for teachers in the university." A lame conclusion to so vigorous an onset, we might say, looking at the matter in the light of to-day.

REPORT OF THE UNIVERSITY REGENTS IN 1851.

In the report of the university regents, bearing date January 1, 1851, the purposes of the board in regard to the normal department are again outlined, forming a very complete and intelligent plan, including "the opening of a model school in the village of Madison," and "the admission of female as well as male teachers to all the advantages of the normal department of the university." The foundation of a building for that department (the south dormitory) was already laid, and the board proposed, if the state of the treasury would permit, to have the building completed and the department opened by the spring of 1852. This hope was not realized.

WORK OF SUPERINTENDENT LADD IN 1852 AND 1853.

A new phase in the growth of the normal school idea was introduced in 1852, by Superintendent Azel P. Ladd, who held in various portions of the state what he calls in his report "temporary normal schools," since designated by the less ambitious title of teachers' institutes. This action of Superintendent Ladd, considering the general condition of educational affairs at that time, deserves to be held in most hon-

orable memory by his successors in the work, for the sagacity and industry which gave it birth.

He urged the necessity of state aid to this work, and procured the passage of a bill to that end through one house of the legislature, but it met with failure in the other.

In his second report, for 1853, the same matter was presented more fully, and in addition, the following: "No appropriation has yet been made to carry into effect the provision of the constitution relative to state normal schools. That a school of this character is needed, the difficulty of obtaining good teachers for our schools is the best evidence.

* * Until we have an institution of this kind, we cannot reasonably expect the character of our schools will be commensurate with the munificence of our fund. I would, therefore, commend this subject to your consideration."

SUPERINTENDENT WRIGHT IN 1854.

Superintendent H. A. Wright, in his report for 1854, speaks of the value of normal schools, of their usefulness wherever tried, and of the great need of them in this state. He especially urges the speedy development of the normal department of the university, and calls upon the legislature to furnish the pecuniary aid, without which the regents would be unable to put their plan into operation. He says: "It is the intention of the law of the state providing for a normal department of the university, and of the board of regents acting under the law, that it should be organized and opened for the reception of teachers; but when? That is the important point. We shall never hereafter need its good service so much as now, in providing the schools with good teachers, and now is the time for that normal department to exist otherwise than upon paper. It has thus slumbered long enough."

A STEP FORWARD ATTEMPTED BY THE UNIVERSITY.

In 1855, the university attempted to take a forward step in the development of the projected normal department, as may be best told by a letter from Chancellor Lathrop, which was embodied by Superintendent A. C. Barry in his report for 1855.

Says Chancellor Lathrop:

"It is the settled design of the regents of the university to make the institution subsidiary to the cause of popular education through its normal department. In accordance with this

policy, the board at their last meeting appropriated \$500 per annum for the support of this department, and filled the chair of normal instruction by the election of Prof. Daniel Read, who is also professor of the English department of the faculty of arts. A yearly course of professional instruction will be rendered in the art of teaching, at such season of the year as will best suit the convenience of the teachers' classes.

"In the present condition of the university fund, this is all that the regents are able to do in that direction. A full organization of the department will require:

"1. The support of a normal professor, whose undivided time and energies shall be devoted to the duties of his charge.

"2. The necessary apartments and apparatus; and

"3. A well arranged system of teachers' institutes which shall carry temporary normal instruction into every section of the state.

"The professional course at the university should occupy about five months of the year, and during the seven months of vacation the normal professor, in connection with the state superintendent, should hold at least one teachers' institute in each judicial district.

"* * * An appropriation of \$2,000 per annum would enable the board to perfect the system, and offer to the public a normal organization not to be surpassed elsewhere, at a moiety of the expenditure it would require to set up a normal school separate from the university, which could not be expected to perform the work as well."

But the legislature failed to respond with the asked-for aid.

The experiment was continued by the university alone, to the extent of two courses of professional lectures, delivered by Prof. Read, on the art of teaching. The first began in the latter part of May, 1856, and continued through the eight remaining weeks of the term. Eighteen students are recorded as in attendance. A second course was given in 1857, with an attendance of twenty-eight students.

A BILL FOR NORMAL SCHOOLS BY HON. JAMES SUTHERLAND.

The first discoverable evidence of any legislative consideration of the normal school question is found in the senate journal for 1856, from which it appears that, in the session of that year, Hon. James Sutherland, of Janesville, introduced "a bill for an act to provide for normal instruction and teachers' institutes." But this bill met a pioneer's fate and failed to pass the senate.

SUPERINTENDENT BARRY'S REPORT FOR 1856.

In his report for 1856, Superintendent Barry treats the subject of normal schools and teachers' institutes quite elaborately, quoting at considerable length from Horace Mann and also from Henry Barnard.

He commends the action of the university regents in establishing the normal professorship under Dr. Read, and favors the development of the normal department: but he protests against the idea that it will satisfy the needs of the state, and urges the founding of a separate and independent normal school. The report contains much valuable matter and clear thought.

DISSATISFACTION WITH THE UNIVERSITY—ATTEMPT TO DIVIDE ITS FUNDS.

About this time there was much dissatisfaction, on the part of some, with the workings of the university; and the friends of the incorporated colleges and academies conceived the idea of getting for themselves a share of the university funds. It was soon found that the conditions of the United States grant of the university lands were such that the fund could not be diverted in any way.

The attention of the college men was then directed to the "swamp land fund," and when the legislature met in January, 1857, a college delegation came to the capitol to procure the passage of an act aiding their schools from the proceeds of the sale of the swamp lands granted to the state by the general government. Prominent in this "lobby" were Dr. Edward Cooke, president of the Lawrence university, and Prof. A. C. Spicer, principal of Milton academy.

LEGISLATIVE ACTION IN 1857.

A bill entitled "a bill to create and establish a literature fund from the proceeds of the sale of swamp lands" was, in accordance with their desires, introduced in the senate by Hon. James Allen Barber. It was remodeled by Hon. James Sutherland, chairman of the committee on education, and by him championed through the senate, passing by a vote of 24 to 1.

Meanwhile, at the instance of Prof. J. G. McMynn, of Racine, and Hon. Elihu Enos, Jr., of Waukesha, a bill was introduced in the assembly by Hon. Llewellyn J. Evans, of Racine, chairman of the committee on education, "to estab-

lish a normal school and teachers' institute." Both bills were favorably reported by the assembly committee.

The friends of the latter bill, headed by Mr. Enos, made a strong push against the college bill; and the result was a reference of both bills to a special committee, headed by Dr. Dugald H. Cameron. This committee reported a substitute on the same day, March 5th, which passed both houses on the next day, and received the approval of the governor, March 7th. Thus originated the act of 1857, "An act for the encouragement of academies and normal schools."

This law, portions of which are given in another place, set apart to the purposes specified in its title the income of one-fourth of the gross proceeds of the sale of the swamp lands granted to the state in 1850; it also provided for a board of regents by which the distribution of the income was to be made to the schools, as said board might determine.

THE BOARD OF REGENTS.

This board, as appointed by Gov. Bashford, after the adjournment of the legislature, was largely made up of the officers and friends of the very institutions which were to receive its aid. The substitute bill, which became the law, had not given entire satisfaction to all the original movers, Dr. Cooke, indeed, being strongly opposed to it; but, such as it was, the best was made of it.

At the first meeting of the board, held July 15th, 1857, the question of establishing a district normal school came up, and was referred to a committee, of which Dr. Cooke was chairman. Naturally enough, the committee did not report favorably.

Of the several "conclusions" of the report, only the first need be given, viz.: "1st. However desirable separate normal schools, not connected with any other institutions, may be to the interests of education, in the opinion of your committee the act entitled, 'An act for the encouragement of academies and normal schools,' does not empower this board of regents to take any steps in that direction, other than to receive proposals from towns, villages and cities, proposing to erect and donate such institutions." But this plan of entrusting all normal instruction to departments of colleges, academies, and high schools, for the benefits of the act were eventually extended to high schools also, was never satisfactory to all parties; and the practical workings of it did not always tend to increase satisfaction.

SUPERINTENDENT BARRY'S REPORT FOR 1857.

The gradual growth of public opinion is well illustrated by the more advanced stand taken by Superintendent Barry in his report for 1857. He says: "Proper and thorough instruction in the theory and practice of the teacher's profession can only be furnished by the normal school."

And in commenting upon the act of 1857, he says: "I regard the action of the last legislature on this subject, in part at least, as premature and ill-advised; and the entire plan as impracticable, and destined, of course, to fail. Without wishing to disparage in the smallest degree the claims of our colleges and academies, or to call in question their usefulness; I unhesitatingly assert that it is utterly impossible for them to furnish the normal instruction required, even though the entire income of the school fund were to be distributed among them. The experiment has been fairly and faithfully tried (in New York), and has failed most signally and disastrously. * * We may save time, money, and the vexation and shame consequent upon defeat, by proceeding at once to the establishment of a state normal school on a wise and liberal basis. Never shall we need such an institution more than we do at the present time. I again respectfully urge this subject upon the attention of the legislature, and shall hope for its favorable action in relation thereto."

THE STATE TEACHERS' ASSOCIATION.

The state teachers' association had discussed the question of normal schools at its meeting at Waukesha, in 1857, and perhaps at Beloit the year before, but had given forth no decided voice in the matter until the meeting at Portage, in 1858.

At this meeting, Rev. J. B. Pradt read an elaborate essay on normal schools, and a committee, consisting of Messrs. Pickett, Pradt and Griffith, reported a "plan of normal instruction," prepared by Mr. Pradt, which included, as one of its several features, "an itinerant normal faculty who, in conjunction with the county superintendents, shall give instruction in the institutes."

Although the legislature had given to the colleges and academies what it had denied to the university, viz.: aid for the support of normal instruction, the university did not give up the idea of a normal department.

THE UNIVERSITY—DR. BARNARD.

By a bill introduced in 1858, but lost in the closing hours of the session, it was proposed to reorganize the university with nine departments, among which that of normal

instruction was named as first; and the chancellor, in a communication to the university regents, in June of that year, urges that "the time has arrived for a full development of the normal department."

The university was at that time reorganized by an ordinance of the regents in which, strangely enough, no normal department is once named, though they proceeded immediately to elect Hon. Henry Barnard, LL. D., as "chancellor and professor of normal instruction." This choice had been made largely through the influence of Dr. Daniel Read, the normal professor of the university, now president of the Missouri state university. The attention of the board of normal regents was also directed toward Dr. Barnard. At a meeting of this board, October 5, 1858, he was present, by invitation it would seem, and was then elected as their agent.

His specific duties were "to visit and exercise a supervisory control over the normal departments of all such institutions as shall apply for a participation in the normal school fund; to conduct county teachers' institutes, and give normal instruction in the same; and to co-operate with the superintendent of public instruction in providing a system of public educational addresses to be delivered in the various counties of the state." Let it be remembered that he was also chancellor of the university.

SUPERINTENDENT DRAPER'S REPORT FOR 1858.

Superintendent L. C. Draper, in his report for that year, discusses elaborately the subject of normal schools and teachers' institutes.

He speaks of the division of opinion as to the wisdom and practical results of the law of 1857, but does not seem to commit himself very decidedly to either side. He waxes enthusiastic over the prospective advent of Dr. Barnard, in the following terms: "Regarding as I do, Dr. Barnard's connection with our state university and our normal school system—especially the latter—as the most important event that has ever occurred in our educational history, if not indeed, the most important in view of its probable consequences, that has ever transpired in the history of the state, I shall venture to give some notice of his most prominent services—thus endeavoring to show what we may reasonably expect as the result of his earnest labors here, by what he has elsewhere so largely and so thoroughly accomplished."

Then follow several pages of biography, closing with : "Such is Henry Barnard. We have reason, as a state, to felicitate ourselves on the acquisition of such a man. It ought to form a new era in our state history ; and it will if we are true to ourselves and him. We shall best honor ourselves and bless our state by listening confidently to, and promptly carrying into effect, whatever suggestions and advice such a man as Henry Barnard, in his ripe experience and noble devotion to the good of his race, may deem it his duty to offer on matters pertaining to the great cause of popular education in Wisconsin."

Teachers' associations passed congratulatory resolutions ; and the state was passed over, as it were, into Dr. Barnard's hands, in the enthusiastic belief that he would be able to do all things. But, although all this adulation was almost justified by his previous work and reputation, the fact remained that it was not within the power of any man to fulfill such overwrought expectations.

DR. BARNARD'S LABORS IN WISCONSIN.

Dr. Barnard was not able to enter upon his labors in Wisconsin until the spring of 1859. But during the autumn of that year he organized and carried out a series of teachers' institutes, reaching about twenty counties. The work done under his direction in 1860, by examinations, institutes and teachers' associations, reached probably three-fourths of all the teachers in the state. In connection with this work, several prominent educators were brought temporarily, some permanently, into the state, who did not a little to foster the educational spirit, and to promote the growth of the normal school idea. But Dr. Barnard's labors here were greatly interrupted by ill health, and, about the beginning of 1861, he resigned his position and closed his career in Wisconsin.

While there was general disappointment at the failure of so many high hopes, and great dissatisfaction on the part of some at his seeming neglect of the university under his charge, it is undoubtedly true that he did something, in several ways, to advance the cause of education in the state at large.

After the exit of Dr. Barnard, the dissatisfaction with the act of 1857 naturally increased. To many it seemed to forestall, or at least to seriously delay, the establishment of

true normal schools ; though others had all the while looked upon it as the stepping-stone to the desired end.

SUPERINTENDENT PICKARD'S REPORTS.

Superintendent J. L. Pickard says, in his report for 1860: "The agencies now at work will soon prepare us for normal schools, which must be established ere long. I am not prepared at present to recommend any action upon this subject. I would only express my conviction that more than one should be established, and aided rather than supported by the state." In 1862, he says: "No temporary expedient can supply the place of the professional school, or in any way diminish the necessity for such a school."

In 1863, after reviewing the workings of the system then in operation, he continues most pertinently :

"Much good has been accomplished by these agencies, but they are at present inadequate to the demand. Permanent normal schools are needed, whose sole business shall be the training of teachers. The department of normal instruction of the state university has been opened within the past year, and the attendance has been very large. Many pupils connected with it are not normal students, and have no intention of engaging in the work of teaching. The circumstances under which it was opened rendered such a course advisable. A course of study has been adopted, but it will be next to impossible to pursue such a course of training in the art of teaching as is essential to complete professional culture. The model school cannot be engrafted upon the university. * * * No one school will supply the wants of the state. We should look to the establishment of not less than four such schools, including the normal department of the university. * * * It is my impression that the present is the time to take the initiatory steps."

OPENING OF A NORMAL DEPARTMENT IN THE UNIVERSITY.

In the spring of 1863, the university had taken a new departure in the shape of a separate and tangible normal department, under the charge of Professor Charles H. Allen. It is this which is referred to by Superintendent Pickard in the above extract. One object of this was to make a place for young women in the university. Seventy-six entered during the first term, this being the first appearance of ladies as students at the university, and took possession of the south dormitory.

The old-time college prejudice against the admission of women was not wanting here, of course ; but the normal department continued until 1869, when it was merged into the female college, which was, in turn, fully merged into the university in 1873. Professor Allen continued in charge until near the end of 1865, and was succeeded by Prof. Joseph C. Pickard.

JOHN G. M'MYNN AS AGENT OF THE NORMAL REGENTS IN 1863.

During the year of 1863, to go back again to our narrative, John G. McMynn was the agent of the board of normal regents, conducting institutes and examining the normal classes of the several schools. The war for the Union had materially weakened the more advanced classes of all the schools, and Mr. McMynn saw an opportunity to make head against a system which he considered radically mischievous. In his annual tour of examination, by an unusual severity of examination, he greatly reduced the number of beneficiaries, and did much to break down the system then current. The medicine was severe, and most unpalatable to the immediate recipients, but it has undoubtedly had a salutary influence upon the state as a whole.

The belief is quite general that the so-called normal departments were such only in name, and that they did nothing but purely academic work and not always the best of that. While this is probably a near approach to the truth in some cases, the writer hereof can testify of one school (Milton academy), that its "teachers' class" was an actual and practical thing, and helped to give a better class of teachers to the country roundabout.

SEVENTH ANNUAL REPORT OF THE NORMAL REGENTS.

Portions of the report of the board of regents for 1864 are here inserted as showing what the system was in its latest and consequently best perfected form:

"The board, in their report for 1862, say that 'normal instruction, like other branches of education in the state, has met with obstacles for the last two years by the war, which has not only withdrawn many of the young men from the classes, in some cases nearly depleting them, but has taken some of the best instructors.' These obstacles have by no means been diminished during the period covered by this report. Not only has the occasion of the war called away many of the male pupils and instructors, but has by this call made vacant places

which were of necessity filled by female teachers, and thus drawing still more on the classes. The result has been a lowering of the standard of scholarship in nearly every class reporting to the board. While the number reported by the various classes was about the same as that of 1862, and the standard of examination established by the board was the same, a smaller number actually passed the required standard.

"On the other hand the board has acted in conjunction with the state superintendent in holding teachers' institutes in different sections of the state with marked good results. It has been the uniform testimony of those attending these institutes that the results have been beneficial in awakening new interest and zeal in the cause of education, and imparting new vigor to the teachers. County superintendents have expressed their great satisfaction at the results, and they have been greatly encouraged and strengthened in their own work by the new impetus thus given.

"The board consider that no part of the fund gives quicker returns or is more satisfactorily expended than that appropriated for these county or district institutes. Their influences, in most cases reach districts but little benefited by normal classes, as it has been the uniform policy of the board to send their agent and make appropriations for institutes in those counties where no normal class exists, in order that the benefit of the fund may be partaken of by all."

INSTITUTIONS REPORTING.

"There are four classes of institutions making report to this board :

- "1. Colleges, with a net property of \$50,000.
- "2. Female colleges, with a net property of \$20,000.
- "3. Academies, with a net property of \$5,000.
- "4. Union or high schools without any property qualifications defined, but being 'under the control of any city, village, town or district, according to the laws of the state.'

"Of these several classes, reports were received and a portion of the fund appropriated to the following institutions :

- "Lawrence university—Appleton, Outagamie county.
- "Milton academy—Milton, Rock county.
- "Allen's Grove academy—Allen's Grove, Walworth county.
- "Beloit High school—Beloit, Rock county.
- "Delavan high school—Delavan, Walworth county.

AMOUNTS APPROPRIATED TO SCHOOLS.

"The following table exhibits the number of pupils claimed as having pursued normal studies, according to the requirements of the board, together with the number allowed by the board, and the amount appropriated to each institution :

	1st Year's Course.	2d Year.	Allowed.	Amount.
Lawrence university.....	12	1	2	\$ 60 00
Milton academy.....	31	10	9	270 00
Allen's Grove academy.....	20	5	9	270 00
Beloit high school.....	20		5	150 00
Delavan high school.....	7		1	30 00
Platteville academy.....	1	1		
Albion academy.....	21	3	1	30 00
Waupaca high school.....	22		9	270 00
	134	20	36	\$1,080 00

“This distribution was at the rate of \$30.00 for each pupil passing the examination. The board can only repeat a remark made in its report for 1856:

““These amounts, together with those received from the tuition of the pupils, ought surely to be a sufficient inducement for the establishment of good normal classes, and it is not unreasonable, on the part of the state, to expect that the work for which the institutions are paid shall be fully and amply done. Nor should any institution lay claim to or expect to receive aid and encouragement from the state, until, on its part, it is willing and able to do the state some service.

FINANCIAL EXHIBIT.

“Statement showing the transactions of the normal school fund during the fiscal year ending September 30, 1864:

Date.		Receipts.	Disbursements.
1863.			
Oct. 1.	Balance in the fund.....	\$ 178 21	
1864.			
June 1.	Transfer from swamp land fund income.....	2,977 50	
1863.			
Nov. 3.	Paid expenses J. L. Pickard.....		\$ 100 00
Dec. 16.	services J. G. McMynn.....		78 00
1864.			
July 1.	services J. G. McMynn.....		500 00
July 1.	incidental expenses.....		100 00
July 8.	mileage C. C. Sholes.....		27 00
July 7.	mileage Wm. Starr.....		24 00
July 8.	mileage Silas Chapman.....		20 00
July 8.	services Silas Chapman.....		70 00
July 14.	appropriation Milton academy...		270 00
July 14.	appropriation Allen's Grove academy.....		270 00
July 15.	appropriation Beloit high school		150 00
July 25.	appropriation Waupaca high school		270 00
July 26.	traveling expenses J. G. McMynn.....		200 00
Aug. 5.	appropriation Albion academy..		30 00
Sept. 6.	mileage H. Robbins.....		20 00
Sept. 20.	mileage J. E. Thomas.....		30 00
Sept. 30.	Balance in the fund.....		206 71
		<u>\$3,155 71</u>	<u>\$3,155 71</u>

COURSE OF STUDY.

PRELIMINARY STUDIES.	FIRST YEAR'S COURSE.	SECOND YEAR'S COURSE.	THIRD YEAR'S COURSE.
<p>Intellectual Arithmetic. Written Arithmetic to Propor. 1. Geography. 2. Grammar. Reading. Writing. Spelling.</p>	<p>3. Higher Arithmetic and Arithmetical Analysis. 4. Algebra to Quadratic Eq. 5. Physical Geography. 6. Composition. 7. Analysis of English Words. 8. Physiology. 9. United States History. 10. Elementary Sounds. 11. Map Drawing. Theory and Practice of Teaching.</p>	<p>Higher Algebra. Plane Geometry. Natural Philosophy. Rhetoric. 11. English Language. Mental Philosophy. 12. Science of Government. 13. Agriculture. 14. Natural History. Theory and Practice of Teaching.</p>	<p>Solid Geometry and Mensuration. Trigonometry and Surveying. Chemistry. Criticism and Logic. 15. English Language. Moral Science. Political Economy. Astronomy. Perspective or Object Drawing. Science and History of Education.</p>
<p>The Preliminary Examination should show a knowledge of the branches required, equivalent to what is given in ordinary text books. 1. Including Mathematical and Descriptive. 2. Equivalent to what is given in Clark's or Green's. 3. Particular attention should be paid to forms of analysis, and pupils should be able to solve by analysis all examples given in ordinary text books. 4. Equivalent to what is given in Robinson's University Algebra, before Quadratics. 5. In substance as given in Warren's. 6. Equivalent to Quackenbos's or Parker's Aids. 7. Equivalent to Sanders' or McElligott's Analysis, or Part Fourth of Fowler's English Language. 8. What is given in ordinary school text books.</p>	<p>9. Including practice on a Normal Chart, and knowledge of the marks used in Webster's Dictionary. 10. Should be able to sketch a map of town, county or state, or of any of the United States. 11. A still further knowledge of the structure of our language, such as is given in Fowler's English Language. 12. Smith's or Mansfield's Political Manual, including a knowledge of the Constitution of our own state. 13. Some practical work like Blake's, Chapman's or Norton's Scientific Agriculture. 14. The elements of what is given in Mrs. Redfield's or Ruschenberger's or Ackerman's, or some other equivalent work. 15. A still further study of our own language, from Fowler, Marsh or some other equivalent works.</p>		



John G. McMyer

SUPERINTENDENT MC'MYNN'S REPORT FOR 1864.

John G. McMynn became state superintendent, October 1, 1864. In his first report he took almost exactly the same ground that had been taken by Superintendent Pickard in the previous year. Of the plan of giving aid to academies and other schools for maintaining normal departments, he says: "The number of departments at present organized is seven; and the number of students examined during the present year is less than seventy. Sufficient time has elapsed since the present plan was adopted, to show that the ostensible objects of the law are unattainable under the provisions of the act. * * The plan is defective. It makes the normal department subordinate, and does not provide for the special training of teachers."

No stronger words, perhaps, than those of Superintendent Barry, in 1857; but Superintendent McMynn had been long a recognized power in the educational work of the state, and he had the energy and force of character needful for the accomplishment of any radical change of state policy. Circumstances fortunately concurred. The increasing value of the swamp lands made it seem necessary, to the more intelligent, that some action be taken without further delay toward some permanent investment of this fund for the best interests of the whole state. Public sentiment was also tolerably ripe, after so long a course of education. The friends of normal schools did not neglect this auspicious moment.

LEGISLATIVE ACTION IN 1865.

As a result, the legislature of 1865 enacted a law providing a much more liberal endowment for normal instruction, and devoting it to the establishment and support of distinctively normal schools. The history and purport of the bill will be more fully presented in the chapter following.

Early in this session of the legislature, 1865, a bill was introduced by Hon. Anthony Van Wyck, of Kenosha, "to provide for the establishment of a state normal school." It passed the senate and worked its way through the committee of the whole in the assembly without amendment, when its further consideration was rendered unnecessary by the final passage of the bill mentioned in the previous paragraph. Senator Van Wyck's bill devoted to the support of a single school the same fund which has since been found sufficient for the maintenance of several.

The laws relating to normal instruction were codified in 1869, and have received but slight changes since that time. The normal system has been rapidly and wisely developed, and must increase or decline in the favor of the people, according to the measure of its work. The history of its growth and the statement of its present condition will be given in ensuing chapters.

It may be said, in passing, that the term "normal" has been unwarrantably tacked on to the titles of several private or incorporated institutions; but no distinct normal school has ever been established in Wisconsin outside of the state system, with the single exception of the Holy Family Teachers' seminary, a Roman Catholic institution at St. Francis, near Milwaukee. This school has a three years' course of study, including modern languages and making a specialty of musical instruction.

RESUME OF THE GROWTH OF THE NORMAL SCHOOL IDEA IN WISCONSIN.

To recapitulate, briefly, the growth of the normal school idea in Wisconsin: It was introduced into the constitutional conventions of the territory by a few intelligent citizens, zealous for the cause of popular education. It was brought forward and urged, in some form, by every superintendent of public instruction, in every annual report, from the admission of the state to the adoption of the present normal school system in 1865. It was adhered to, in a departmental form, by the authorities of the state university for the twenty years from 1849 to 1869.

It received some impetus from Dr. Barnard in his career in this state, but more from some of the more permanent educational workers of the state, like Hon. Jno. G. McMynn, Rev. J. B. Pradt, Prof. Chas. H. Allen, and others who have worked with them and after them. Strangely enough, it appears to have received but little encouragement from the state teachers' association, as such, until it was fairly on its feet.

CHAPTER II.

THE FORMATION OF THE FUND.

Previous to 1857, nothing had been effected in the way of providing a fund for the support of normal instruction. The matter had been agitated, somewhat, in a general way.

Superintendent Ladd, in 1853, had asked, unsuccessfully, for a permanent appropriation for teachers' institutes; and the university had asked, as unsuccessfully, for aid in developing its normal department under Professor Read in 1854. A division of the general school fund for normal school purposes had been proposed, but nothing had been accomplished.

ACT OF CONGRESS OF 1850.

In 1850, by an act of congress entitled "an act to enable the state of Arkansas and other states to reclaim the swamp lands within their limits," a grant had been made by the general government to the state of a large amount of swamp and overflowed lands. The proceeds of these lands were, by the provision of the grant, to be "applied exclusively, so far as necessary, to the purpose of reclaiming said lands by means of levees and drains."

In the United States land survey of the state—made as it was, partly in winter and partly in the spring, when the natural wetness of forest lands is greatest—much land had been described and recorded as "swamp and overflowed," which subsequently proved to be of the very best quality. The amount, also, was large, comprising, as was eventually determined, several millions of acres. But a moderate share of the proceeds would be needed, or could be used, for strictly drainage purposes. As time went on, and the value of the grant became more apparent, the question of the disposal of the proceeds not necessary for drainage became an important one.

By an act approved October 11, 1856, one-fourth of the net proceeds was set apart as the drainage fund, the remaining three-fourths going to the school fund. This distribution applied also to the already accumulated proceeds of the swamp land sales.

At the next session of the legislature, a law was enacted which set apart one of the three-fourths given to the school fund as a normal school fund. Portions of the act, containing its salient features, are here given.

THE ACT OF 1857.

"An act for the encouragement of academies and normal schools.

"The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:

"§ 1. It shall hereafter be the duty of the commissioners

of the school and university lands to apportion the income of twenty-five per cent. of the gross proceeds arising from the sale of swamp and overflowed lands granted to this state, by an act of congress entitled 'an act to enable the state of Arkansas and other states to reclaim the swamp and overflowed lands within their limits,' approved September 28, 1850, to normal institutes and academies as hereinafter provided.

"§ 2. For the purpose of more fully carrying out the provisions of this act, there shall be constituted a board of nine regents, to be called the 'board of regents of normal schools,' no two of whom shall reside in any one county of this state. They shall be appointed by the governor, by and with the approval of the senate. The governor and superintendent of public instruction shall be ex-officio members of the said board of regents. They shall have a voice, but shall not be allowed to vote on any of the business of the board of regents. The governor shall have power to fill all vacancies which may occur by death, resignation or otherwise, until the next meeting of the legislature, or while the legislature is not in session, but the appointments thus made shall be confirmed by the senate during the next succeeding session of the legislature: provided, that the first board of regents shall have power to act though appointed by the governor after the adjournment of the present session of the legislature.

* * * * *

"§ 7. All applications for any of the income of the school fund, pursuant to the provisions of this act, shall be made to the board of regents of normal schools, in such manner as they shall direct, and the school land commissioners shall distribute the income fund specified in section one of this act to such normal schools and academies, and in such ratio as the board of regents shall designate, and no religious test shall ever be required of any student or scholar in any of the institutions and schools receiving any of the income fund designated in this act.

"§ 8. The regents shall require of each institution applying for any of the income fund designated in section one, satisfactory evidence, which shall be uniform, that the provisions of this act have been fully complied with. They shall require a report annually at such time as they shall designate, of the number, age, residence and studies of each pupil or scholar returned to them, entitled to the distribution share of said income fund. And they shall make a report of the state and condition of such institution drawing from the income fund, to the governor, at the same time that the other state officers are required to report. A copy of the proceedings of the board of regents, fully and fairly kept and codified by their president and secretary, shall be filed annually at the close of each fiscal year of this state, in the office of secretary of state.

* * * * *

“§10. All the income of the fund provided for in section one of this act shall be distributed to the colleges, universities and academies severally, except the state university, having established and maintained such normal institute, according to the number of pupils so instructed in such studies and for such a period of time as the board of regents may designate as a qualification or condition for receiving the benefits of this act, until the amount awarded to any one of such schools shall reach the sum of three thousand dollars annually.

* * * * *

“§ 14. Whenever any town, city or village in this state shall propose to give a site and suitable building and fixtures for a state normal school, free from all incumbrances, said board of regents may consider the same, and if, in their opinion, the interests of education will be advanced thereby, they may, in their discretion, select from such propositions the one most feasible and located in such place as is deemed easiest of access, and apportion to the same annually a sum not exceeding three thousand dollars for the support and maintenance of teachers therein.

“§ 15. No charge shall be made for tuition to any pupil or scholar in said normal school whose purpose is to fit himself as a teacher of common schools in this state, and the number and qualifications of scholars, and regulations under which they shall be admitted, shall be determined by the board of regents. Of the remainder of the income mentioned in section one of this act, every incorporated college in this state with a clear capital of \$50,000 (except the state university) shall be entitled to receive \$20 for every female graduate who shall have pursued the regular course of study in such college, or such a course as the board of regents in this act shall prescribe in lieu thereof.”

LEGISLATIVE ACTION.

In 1858, the legislature added another fourth of the swamp land fund to the drainage fund, thus leaving but one-fourth in the general school fund. The normal school act of 1857, quoted above in part, was in operation for eight years. The amount of money disbursed under it was, in 1857, \$14,520; in 1858, \$10,152; after that amounts varying from \$3,000 to \$5,000 per annum, a portion of which was expended for teachers' institutes. In 1865, a radical change was made, both in the constitution of the fund and the objects and method of its disbursement.

The swamp land question was still troubling the Solons of the state. Local “grabs” and “steals” were being continually worked up against the swamp land fund. One favorite method of attack was the building of state roads,

etc., by appropriating swamp lands for the purpose, these measures being often only the sharp schemes of private parties. When the legislature met in 1865, it was felt that one of its first duties was to make some permanent and final disposition of these lands so that the whole might not be squandered and dissipated to no general good. "An act to dispose of the swamp and overflowed lands, and the proceeds therefrom," was introduced, in the assembly, by Hon. Jackson Hadley, of Milwaukee, once the popular principal of the Buffalo, N. Y., high school. It passed the house March 24, with but four dissenting votes, and passed the senate April 7, receiving the approval of Gov. Lewis, April 11. So much of the law as relates to the normal school fund is here inserted :

THE ACT OF 1865.

"An act to dispose of the swamp and overflowed lands, and the proceeds therefrom.

"The people of the State of Wisconsin, represented in senate and assembly, do enact as follows:

"Section 1. All the provisions of law which direct the application and use of the swamp and overflowed lands of this state, and of the lands selected in lieu of swamp and overflowed lands, and of the moneys received on sale of such swamp and selected lands, and of the moneys received from the United States in lieu of swamp lands, for the purposes of drainage, and for supporting common schools, normal schools and academies, are hereby repealed ; and all acts granting or offering to grant, or authorizing the conveyance of any such lands to any county, town, corporation, officer, board, or any person or persons, are hereby repealed ; and such grants, offers, and authority are revoked and annulled, except so far as the title to such granted lands may have been actually diverted under such acts : provided, that nothing herein contained shall impair the obligation of any contract heretofore made.

"Section 2. All the swamp and overflowed lands heretofore received by this state from the United States, under and in pursuance of an act of congress, entitled 'an act to enable the state of Arkansas and other states to reclaim the swamp lands within their limits,' approved September 28, A. D. 1850, and which are now owned by this state, and all lands now owned by this state which were selected in lieu of swamp and overflowed lands, as authorized by an act of congress, entitled 'an act for the relief of purchasers and locators of swamp and overflowed lands,' approved March 2, A. D. 1855, and all moneys received from the United States in lieu of swamp and overflowed lands under the provisions of the act of congress last aforesaid, and all

moneys received by this state, as purchase money, for swamp and overflowed lands, and for lands selected as aforesaid, in lieu of swamp and overflowed lands, including the amounts loaned and invested, together with all sums of money due or to become due as balance of purchase money on contract for the sale of such swamp lands and selected lands, shall, after deducting the incidental expenses heretofore paid from said funds, and the losses sustained therefrom, as near as they can be conveniently ascertained, be divided into two equal parts, the one part to be denominated 'the normal school fund,' and the other to be denominated 'the drainage fund.' In making the partition between such funds, the swamp lands and moneys receivable on contracts for the sale of swamp lands shall, as far as practicable, regard being had to the mode of distribution required by section six of this act, be set apart to the drainage fund; and the moneys received in lieu of and in payment of lands as aforesaid, including the sums invested and the lands selected in lieu of swamp lands, and the moneys receivable on contracts for the sale of such selected lands, shall, as far as practicable, be set apart to the normal school fund; and for the purpose of making such partition, one dollar shall be taken to be the equivalent of one acre of such lands.

"Section 3. All the swamp and overflowed lands which this state shall hereafter receive, pursuant to said act of congress, approved September 28th, A. D. 1850, shall, on receipt thereof, be partitioned equally, by counties, between the drainage fund and the normal school fund, and the part known as drainage fund shall be set apart to the counties respectively in which such lands lie, to be used and applied as the other drainage fund belonging to such counties is, by this act, directed to be used and applied. And all the moneys which this state shall hereafter receive from the United States, in lieu of swamp and overflowed lands, shall, on receipt thereof, be equally divided between the drainage fund and the normal school fund; and that part which is known as the drainage fund shall be distributed to the several counties in proportion to the number of acres of swamp land therein, and shall be used and applied as the other drainage fund belonging to such counties is, by this act, directed to be used and applied.

"Section 4. The land belonging to the normal school fund shall be sold, and the moneys arising from such sales, and all other moneys belonging to the fund, shall be invested in the same manner and by the same officers as now provided by law for the sale and investment of the school fund.

"Section 5. The income of the normal school fund shall be applied to establishing, supporting and maintaining normal schools, under the direction and management of the board of normal school regents: provided that twenty-five per cent. of

said income shall be annually transferred to the school fund income, until the annual income of the school fund shall reach the sum of two hundred thousand dollars."

The remaining sections of the act relate to the location and division of the lands, and the application of the drainage fund.

PARTITION OF THE LANDS.

Hon. G. D. Elwood, of Princeton, who had been the active champion of the bill in the senate, was appointed by the commissioners of school and university lands to make the division of the lands in pursuance of the provisions of the act. In their report for 1865, the commissioners say: "The division was the work of great study and labor, occupying several months. In order to accomplish it faithfully and correctly, according to the letter and the spirit of the law, we availed ourselves of the services of Hon. G. De Witt Elwood, to whose skill, industry, good judgment and accuracy we are chiefly indebted for the excellent execution of the details of the work."

The allotment of the normal school fund was, in round numbers, \$600,000 in cash and dues, and 500,000 acres of land, estimated in the law at one dollar per acre, with other lands not yet put in market.

Thus the board of regents started out in its new course with a productive fund, already in hand, of about \$600,000, with a net annual income of over \$30,000, with a certain increase so fast as the lands should be sold.

FURTHER LEGISLATIVE ACTION.

The board of regents of normal schools was incorporated, and its various powers were fully defined, by legislative act in 1866. In 1869, the laws relating to normal instruction were codified. In 1870, the annual transfer of twenty-five per cent. of the normal school fund income to the school fund income, as required by section 5 of the act of 1865, was stopped; and since that time the normal fund has remained intact, and its income has been wholly devoted to the purposes of normal instruction, in the establishment and support of normal schools and teachers' institutes.

PRESENT RESOURCES.

The total productive fund, July 1, 1892, was \$1,782,500. And more than \$150,000, including sites and buildings, have been donated by the several towns in which the five normal schools now in operation are located.

The income from the fund, for the year ending July 1, 1892, was about \$95,000, to which must be added about \$13,500 of local receipts at the schools. There is also a standing annual appropriation from the general fund of the state of \$2,000, for the partial support of teachers' institutes, and \$10,000 for the partial support of the Milwaukee normal school, thus aggregating an annual revenue of about \$120,500.

In 1891, the legislature appropriated \$20,000 for the enlargement of the buildings at Platteville and Whitewater, this being the first contribution from the general fund of the state for building purposes.

There are yet unsold (1892) about 240,000 acres of land, which will, in time, considerably increase the fund. This fund, like all the school funds of the state, is under the control of a board called the commissioners of school and university lands, and composed of the secretary of state, the state treasurer, and the attorney-general. This board has charge of the sale of lands, and the investment of the funds, which is largely in the way of loans to towns, school districts, etc., though the state itself is the principal debtor to the school funds.

CHAPTER III.

THE BOARD OF REGENTS.

"The board of regents of normal schools of Wisconsin" was constituted by the act of 1857, and consists of two ex-officio and nine appointed members. The nine are appointed by the governor, by and with the approval of the senate. Their term of office is three years and until their successors are appointed and confirmed; and they are divided into three classes, so that the term of office of one class expires each year. The ex-officio members are the governor of the state and the superintendent of public instruction. The officers of the board are a president, vice-president and secretary, who are elected each year. The state treasurer is *ex-officio* treasurer of the board.

The board holds two regular meetings each year, the annual meeting required by law, on the second Wednesday of July, and the semi-annual meeting on the first Wednesday in February. Special meetings may be called by the president of the board or governor, on petition of any three members.

The board is a body corporate, and has full control and direction of the locating, building, supplying and operating the schools, of the school property, and of the income of the normal school fund, but not of the fund itself, which is under the control of the "commissioners of school and university lands." The members of the board receive no compensation for their services except for "specific service rendered under the direction of the board, other than attending the meetings thereof," and actual expenses in attending the meetings or performing other service directed to be performed.

The president of the board is required to make a biennial report to the governor of the state, and an annual report to the superintendent of public instruction, giving a detailed account of the doings, expenditures, etc., of the board.

THE ORIGINAL MEMBERSHIP OF THE BOARD.

The original board was appointed by Governor Coles Bashford in 1857, and consisted of the following members:

Edward Cooke, J. G. McKindley, A. C. Spicer, Alfred Brunson, Noah H. Virgin, J. J. Enos, S. A. Bean, M. P. Kinney and D. Y. Kilgore.

The first meeting was held in the assembly chamber, at Madison, on July 5th, 1857, when the oath of office was administered by Associate Justice A. D. Smith, of the supreme court. The officers elected were: Rev. Martin P. Kinney, of Racine, president; Dr. Edward Cooke, of Appleton, vice-president; D. Y. Kilgore, of Madison, secretary. This board proceeded with its duties through the remainder of the year, though the members had been appointed after the adjournment of the legislature, and so not confirmed.

January 28, 1858, their names were sent to the senate, for confirmation, by Governor A. W. Randall. On February 12, the senate proceeded to confirm the appointments individually; but after several had been confirmed, the whole matter was reconsidered, and the entire list was returned to the governor with the information that the senate refused to confirm, on the ground that the members were not properly distributed throughout the state. Perhaps there was some other reason back of that.

On February 25, 1858, Governor Randall nominated an entirely new board, as follows:

Terms expire January 1, 1859—C. C. Sholes, Kenosha county; Julius T. Clark, Dane county; L. H. Cary, Sheboygan county.

Terms expire January 1, 1860—John Hodgson, Waukesha county; James H. Howe, Brown county; Hamner Robbins, Grant county.

Terms expire January 1, 1861—Silas Chapman, Milwaukee county; O. T. Maxson, Pierce county; Wm. E. Smith, Dodge county.

All were confirmed by the senate March 3, 1859.

The new board held its first meeting at Madison, March 25, 1858, and organized by the election of C. C. Sholes, of Kenosha, as president; Wm. E. Smith, of Fox Lake, vice-president; and Julius T. Clark, of Madison, secretary.

Messrs. Howe and Hodgson did not enter into the work of the board, but soon resigned, and their places were filled by two of the original board which had been appointed by Governor Bashford, viz.: Dr. Edward Cooke, of Appleton, and Sidney A. Bean, of Waukesha.

The following gentlemen have been members of the board at some time since the rejection of the original nine:

MEMBERSHIP OF THE BOARD OF REGENTS.

Governor A. W. Randall, ex-officio.....	1858-62
State Superintendent L. C. Draper, ex-officio.....	1858-60
C. C. Sholes, Kenosha.....	1858-67
Julius T. Clark, Madison.....	1858-67
Luther H. Cary, Greenbush.....	1858-62
John Hodgson, Waukesha.....	1858
Dr. Edward Cooke, Appleton.....	1859
Jas. H. Howe, Green Bay.....	1858
Hamner Robbins, Platteville.....	1858-72
Silas Chapman, Milwaukee.....	1858-67
O. T. Maxson, Prescott.....	1858-64
Wm. E. Smith, Fox Lake and Milwaukee.....	1858-76, 1878-82
Sidney A. Bean, Waukesha.....	1859-63
Jacob West, Evansville.....	1860
State Superintendent J. L. Pickard, ex-officio.....	1860-64
Edward Daniels, Ripon.....	1860-63
Governor Louis P. Harvey, ex-officio, January 5 to April 19.....	1862
Rev. J. I. Foote, Footeville.....	1862-65
Governor Edward Salomon, ex-officio.....	1862-64
Governor James T. Lewis, ex-officio.....	1864-66
State Superintendent J. G. McMyrn, ex-officio.....	1864-68
Wm. Starr, Ripon.....	1864-79
Jno. E. Thomas, Sheboygan Falls.....	1864-70
Geo. Griswold, Columbus.....	1864-66
S. A. White, Whitewater.....	1865-70, 1874-77
Governor Lucius Fairchild, ex-officio.....	1866-72

Henry Kleinpell, Sauk City.....	1866-67
Henry Lines, Oshkosh.....	1867-70
Nelson Williams, Stoughton.....	1867-70
Rev. William C. Whitford, Milton.....	1867-75, 1878-82
State Superintendent A. J. Craig, ex-officio	1868-70
Allen H. Weld, River Falls	1868-77
T. D. Weeks, Whitewater.....	1870-74, 1877-89
James I. Lyndes, La Crosse.....	1870-76
Samuel Gary, Oshkosh	1870-74
State Superintendent Samuel Fallows, ex-officio	1870-74
W. H. Chandler, Sun Prairie.....	1871-92
Governor C. C. Washburn, ex-officio	1872-74
J. H. Evans, Platteville.....	1872-90
Governor Wm. R. Taylor, ex-officio.....	1874-76
State Superintendent Edward Searing, ex-officio.....	1874-78
Charles A. Weisbrod, Oshkosh	1874-76
F. W. Cotzhausen, Milwaukee	1875-78
Governor Harrison Ludington, ex-officio	1876-78
John Phillips, Stevens Point.....	1876-91
S. S. Sherman, Milwaukee.....	1876-79
Samuel M. Hay, Oshkosh.....	1876-91
A. D. Andrews, River Falls	1877-86
State Superintendent Wm. C. Whitford, ex-officio.....	1878-82
Governor Wm. E. Smith, ex-officio	1878-82
Carl Doerflinger, Milwaukee.....	1878-82
James MacAlister, Milwaukee.....	1879-83
A. O. Wright, Fox Lake	1879-81
Charles A. Hutchins, Fond du Lac.....	1881-90
State Superintendent Robert Graham, ex-officio	1882-87
Governor J. M. Rusk, ex-officio.....	1882-89
G. E. Gordon, Milwaukee	1882-87
Emil Wallber, Milwaukee	1883-89
Charles V. Guy, River Falls.....	1886-92
State Superintendent Jesse B. Thayer, ex-officio.....	1887-91
Wm. E. Anderson, Milwaukee.....	1887-90
Governor W. D. Hoard, ex-officio.....	1889-91
E. M. Johnson, Whitewater.....	1889-00
J. E. Singer, Milwaukee	1890-91
Michael Kirwan, Manitowoc.....	1890-00
M. A. Thayer, Sparta.....	1890-91
Governor George W. Peck, ex-officio.....	1891-00
State Superintendent O. E. Wells, ex-officio.....	1891-00
Geo. W. Cate, Stevens Point.....	1891-92
Dennis J. Gardner, Platteville.....	1891-00
Ira A. Hill, Sparta.....	1891-00
Jno. W. Hume, Oshkosh.....	1891-00
Jacob Mendel, Milwaukee.....	1891-92
F. P. Ainsworth, River Falls.....	1892-00



W. H. Chandler

Bernard Goldsmith, Milwaukee.....	1892-00
W. D. Parker, Madison.....	1892-00
Byron B. Park, Stevens Point.....	1892-00

SPECIAL MENTION OF PROMINENT MEMBERS.

Special mention can be made of only a few of the more active and influential members. Of the ex-officio members, the state superintendents have been, from the nature of the case, uniformly active and intelligent regents. Of the governors, most have not actually identified themselves with the work of the board. But two, Lucius Fairchild and Wm. E. Smith, will be remembered as among the most wise, energetic and useful friends of normal schools. They actively participated in all the labors of the board.

The first president of the board was Honorable C. C. Sholes, of Kenosha, who served in that capacity from 1858 until his death, October 5, 1867. He was succeeded by Honorable Wm. Starr, who stamped his strong individuality upon all the work of the board until his death in April, 1879. The next president was Honorable J. H. Evans, of Platteville, who presided eleven years, retiring from the board in 1890. Honorable John W. Hume, of Oshkosh, was chosen to succeed Mr. Evans, being the fourth president only, in over a third of a century.

Silas Chapman, of Milwaukee, was the efficient secretary of the board for nearly nine years. Several state superintendents also served in this capacity; but in 1878, Honorable Willard H. Chandler, of Sun Prairie, was chosen secretary, and held that office until his retirement from the board in 1892, after an active membership of twenty-one years. On his resignation of the secretaryship, the following resolution was unanimously adopted by the board:

“Whereas, W. H. Chandler, for many years a member and secretary of this board, has just retired therefrom, and tenders his resignation of the secretaryship,

“Resolved, That in accepting such resignation, it is the sense of the board that as such member and secretary the service of Mr. Chandler to the normal schools of this state, in their establishment, extension and maintenance, and in the improvement and supervision of the instruction given, and in his efforts which have materially contributed to make these schools efficient and prosperous to a degree which will bear favorable comparison with like schools elsewhere, as well as in moulding and directing the institute work of the state for many years, has been of inestimable value to this board and to the public school system

of Wisconsin, and that such services merit and should receive the cordial recognition and grateful acknowledgment of the board and the friends of public education throughout the state."

Mr. Chandler was succeeded as secretary by Professor Warren D. Parker, formerly president of the River Falls normal school, who is the first officer of the board to devote his whole time to its service.

CHAPTER IV.

LOCATION AND OPENING OF THE SCHOOLS.

After the passage of the act of 1865, it soon became evident that normal schools would be established at several points in the state; and different localities at once began to press their claims.

The board of regents, after due deliberation, adopted the plan of locating a school, eventually, in each of the congressional districts of the state, which were then six in number. They early visited and examined several of the competing localities and received proposals from them; but no decisive action was taken until February 28, 1866, when it was voted to locate schools at Whitewater and Platteville. A building committee was appointed and instructed to procure plans, etc., for the building at Whitewater. On the 2d of May, the transfers of title to the sites were completed, and the building committee was instructed to proceed to the erection of the building.

Proposals had been laid before the board from no less than sixteen cities and villages, making offers of sites and various amounts of money. At this meeting of the board, May 2, 1866, Oshkosh, Stoughton and Sheboygan were selected as points, in their respective congressional districts, for the opening of schools in the future.

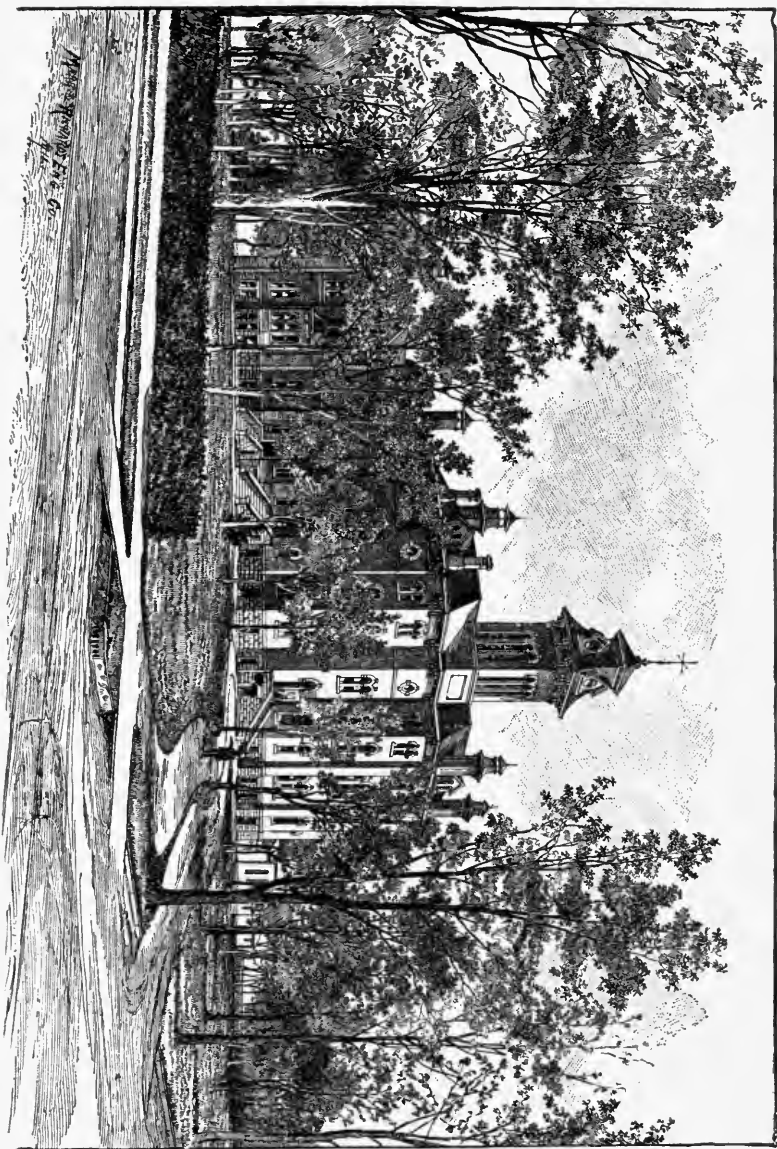
As the donation from Platteville included the building and grounds of the Platteville academy, the board were enabled to open that school on the 9th of October, in the same year. Professor Chas. H. Allen, then in charge of the normal department of the university, had been elected principal.

The first normal school faculty in Wisconsin was constituted as follows:

Chas. H. Allen, principal.

Jacob Wernli, assistant principal.

Geo. M. Guernsey, professor of mathematics.



NORMAL SCHOOL, OSHKOSH, WIS.

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Fanny S. Joslyn, teacher of geography, history and physiology.

Esther M. Sprague, principal of model department; and we shall do no wrong to add

Henry Treganowan, janitor.

Mr. Wernli was a graduate of the normal school at Wettingen, Canton Aargau, Switzerland, and had served with marked success as school superintendent of Waupaca county, in this state. Mr. Guernsey had been previously principal of the Platteville academy and, before that, a professor at Milton academy.

During the first term 60 pupils were enrolled in the normal department, 14 in the preparatory class, and 38 in the model school. During the year first following there were in attendance, for some part of the year, 219 students, exclusive of the model school.

The capacity of the academy building being too limited for the work of the school, the board had entered upon the erection of a new building, which was completed at a cost of about \$20,000 and was opened with appropriate ceremonies on the 9th of September, 1868. Among the visitors present at the dedicatory exercises was General U. S. Grant.

The completion of the normal school building at White-water was greatly delayed, by various causes; but it was at length dedicated April 21, 1868. Professor Oliver Arey had previously been elected principal and was present at the dedication. The dedicatory exercises consisted of a brief historical sketch of the normal school enterprise in the state, by Honorable Wm. Starr, president of the board of regents; an address by the principal, showing what a normal school ought to be and do; and addresses by the prominent educational men from various parts of the state, including State Superintendent A. J. Craig. During this first, and as it were, preliminary term, 48 pupils were enrolled in the normal department, and 102 in the model school. For the second term, which opened on September 1, 1868, the enrollment was 105 in the normal department, and 98 in the model school.

THE FACULTY AT WHITEWATER.

The original faculty was composed of:

Oliver Arey, principal and professor of mental and moral philosophy, and theory and practice of teaching.

J. T. Lovewell, professor of mathematics and Latin.

Mrs. H. E. G. Arey, preceptress and teacher of English literature, French and drawing.

Miss Emily J. Bryant, teacher of history, grammar and geography.

Dr. H. H. Greenman, teacher of vocal music.

Miss Virginia Deichman, teacher of instrumental music.

Miss Catherine H. Lilly, teacher and critic in the grammar department.

Miss Ada Hamilton, teacher and critic in the intermediate department.

Miss Sarah A. Stewart, teacher and critic in the primary department.

Besides the regular faculties of the two schools now in operation, Mrs. Anna T. Randall (Diehl), of Oswego, N. Y., was employed for a time to give instruction in reading and elocution at both schools.

FIRST GRADUATING CLASSES AT PLATTEVILLE AND WHITEWATER.

In June, 1869, the Platteville school graduated its first class, in the full or advanced course. As being the first graduating class from a normal school in Wisconsin, their names are given, viz.: Lewis Funk, Melvin Grigsby, Andrew J. Hutton, Richard H. Jones, James Rait, Edward H. Sprague, Ella Marshall, Alvena E. Schroeder.

In June, 1870, the Whitewater school graduated its first class, six in number. A class of fifteen was graduated at Platteville.

OPENING OF THE OSHKOSH SCHOOL.

At the meeting of the board, June, 1868, arrangements were made for procuring plans for a building for the normal school which had been located at Oshkosh, and the contract for its erection was made in January, 1869. The building was completed in the summer of 1870, but for lack of funds to furnish it and pay salaries, the opening of the school was delayed for another year.

At a special meeting of the board of regents, held June 6, 1871, George S. Albee, superintendent of the Racine city schools, and a graduate of Michigan university, was elected president of the Oshkosh school. In July of the same year, Prof. Robert Graham, a graduate of the Albany normal school, and widely and favorably known as conductor of institutes for the normal board, was chosen as teacher in the normal department, and director of the model school

The original faculty at Oshkosh was as follows :

George S. Albee, president, teacher of mental and social science, and school economy.

Robert Graham, teacher of reading and music.

D. E. Holmes, teacher of natural science.

Anna W. Moody, teacher of rhetoric and mathematics.

Mrs. D. E. Holmes, teacher of geography and history.

Martha E. Hazard, teacher of grammar and physical culture.

Robert Graham, director of the model school.

Maria S. Hill, teacher in grammar department.

Rose C. Swart, teacher in primary department.

The school opened September 12, 1871, with an enrollment in the normal department of forty-six pupils, which was soon largely increased. The buildings were dedicated on the 19th of the same month. Addresses were delivered by President Starr and Hon. W. C. Whitford and A. H. Weld, of the board of regents; President Albee, of the school; State Superintendent Fallows, and several others.

The enrollment of students for the first term was, in the normal department, 97; model school, 92; total, 189.

TOUR OF BOARD OF REGENTS TO LOCATE THE FOURTH SCHOOL.

In July, 1871, the board of regents, including Governor Lucius Fairchild, made a tour of the northwestern part of the state, for the purpose of locating the fourth normal school, toward which they were now beginning to look; the action in reference to Stoughton and Sheboygan having been annulled. Of their eventful experiences by field and flood, over corduroy and sand plain, the time sufficeth not to tell. But as a result of their tour of inspection the fourth school was located at River Falls, in the St. Croix valley, by action of the board in January, 1872.

In January, 1874, plans were adopted for the River Falls normal school building; and the contract was soon awarded for its erection.

PROF. C. H. ALLEN, CONDUCTOR OF INSTITUTES.

After the election of Prof. Graham to the Oshkosh faculty, his place had been taken as conductor of institutes by Prof. C. H. Allen, former president of the Platteville school, who had lately returned from the Pacific coast. He continued in this service from July, 1871, till September, 1872, when he resigned, to accept a position in the normal



L. S. ALDER -

school at San José, California; and Prof. Graham resumed the institute work in connection with his work in the school. In January, 1873, the regents reorganized the institute work, dividing the state into three institute districts, and assigning one professor from each school to conduct institutes in his own district. In pursuance of this arrangement, Prof. Duncan McGregor was designated as institute conductor for the first or Platteville district; and Albert Salisbury was added to the Whitewater faculty, March 1st, 1873, as conductor for the second district.



NORMAL SCHOOL, RIVER FALLS, WIS.

OPENING OF THE RIVER FALLS SCHOOL.

In July, 1874, Warren D. Parker, of the Janesville city schools, was elected president of the River Falls normal school, his service to begin September 1, 1875.

The building, the largest and best appointed of any yet erected by the board, was dedicated September 2nd, 1875. Addresses were made by Honorable Wm. Starr, President W. D. Parker, State Superintendent Searing, and Honorable W.

H. Chandler. The school opened with a larger attendance than had been received by any of the other schools at their opening. When fairly in operation, there were enrolled in the normal department, 104; in the model school, 155; total, 259.

The original faculty was constituted as follows :

Warren D. Parker, president.

Jesse B. Thayer, teacher of mathematics and conductor of institutes.

Albert Earthman, teacher of geography and music.

Lucy E. Foote, preceptress, teacher of reading.

Laura G. Lovell, teacher of history.

Margaret Hosford, teacher of grammar and rhetoric.

Emily Wright, teacher grammar grade.

Mary A. Kelly, teacher intermediate grade.

Lizzie J. Curtis, teacher primary grade.

THE MILWAUKEE SCHOOL.

The opening and maintenance of the fourth normal school, together with the enlargements made necessary by the growth of the older schools, absorbed so nearly the whole revenue of the board as to prevent, for some years, the establishment of another school. Meanwhile the city of Milwaukee had been maintaining a city training school for the recruiting of its own corps of public school teachers. A movement at length took shape for devolving this work upon the state instead of the city; and in 1880 an act of the legislature was secured which made it "the duty of the board of regents of normal schools to establish an additional normal school in the city of Milwaukee . . . and to proceed to organize and conduct the same without impairing the efficiency of the normal schools already established . . . as soon as said board shall in its own judgment be able to provide from the funds at its disposal for the maintenance of said school in said city of Milwaukee; provided the said city of Milwaukee shall donate a site and a suitable building for said normal school in said city of Milwaukee, the location and plan of said buildings to be approved by said board of regents, and the said site and building to be together of a value not less than fifty thousand dollars."

The board of regents did not much welcome or encourage this movement, notwithstanding the activity and persistence of its Milwaukee member, Hon. James McAlister, who was also the Milwaukee city superintendent of schools. The reason for this attitude on the part of the regents lay

in their financial limitations; for while the aggregate of the normal school fund had greatly increased, the general shrinkage of interest rates and the increasing difficulty of making profitable investments of public funds had prevented any corresponding increase in the income at the disposal of the board.

However, in July, 1881, the board accepted a site tendered by the city of Milwaukee. Architect's plans were approved in July, 1882. In February, 1884, Regent Emil Wallber reported to the board that \$40,000 had been appropriated by the common council of Milwaukee for the erection of the building; and in June, 1885, the completed building was conveyed by the city to the board of regents. The cost to the city of the property conveyed was \$52,000. The financial difficulties of the board with respect to this school had just been solved by an act of the legislature (1885) making an annual appropriation of \$10,000 to the board of regents for the maintaining of the fifth normal school, this being the first appropriation, in the history of the state, of funds derived from taxation to the support of normal schools.

Professor J. J. Mapel, principal of the Milwaukee high school, was elected president of the fifth normal school.

At the meeting of the normal board in July, 1885, the conditions for admission to the Milwaukee school were established as follows:

“The terms of admission to the state normal school at Milwaukee shall be: (a) by certificate of having completed the first three years of one of the existing courses of study in the high school at Milwaukee, excepting trigonometry; (b) by elementary certificate from any normal school in Wisconsin; (c) by diploma from such free high schools in Wisconsin as have adopted the four years' English and scientific courses of study prescribed by the state superintendent for such schools; (d) by examination in the branches of the last mentioned course, except that English history be substituted for theory and art of teaching.”

This action arose from the conviction of the board that the city of Milwaukee presented conditions and environment so different from those of the other schools as to permit the omission altogether of the “elementary course,” leaving only the advanced course of two years. This course was modified somewhat in its details from the advanced course of the other schools; although the board premised, at the same time, as follows:

"The diploma of all the normal schools in Wisconsin shall represent essentially a uniform breadth of scholarship and professional training."

The new school opened September 14, 1885, with the following faculty:

J. J. Mapel, president, teacher of psychology and pedagogy.

Alexander Bevan, teacher of mathematics and natural science.

S. Helen Romaine, teacher of English language and literature.

Eleanor Worthington, teacher of geography and history.

Mary S. Cate, teacher of methods and supervisor of practice teaching.

Emily W. Strong, critic teacher in third and fourth grades.

Dora Hilliard, critic teacher in fifth and sixth grades.

Mary Campbell, critic teacher in primary grades.

The enrollment of the school in its first year was 46 in the normal department and 112 in the model school. In June, 1886, the school graduated its first class of fifteen members, these having been in attendance but one year, all having previously graduated from the Milwaukee high school.

MORE SCHOOLS IN PROSPECT.

The value of the normal schools to the educational interests of the state is now so well approved and clearly seen that the establishment of additional schools is already under discussion by the people of the state. The legislature of 1891 passed an act authorizing the board of regents to "establish, build, equip and maintain a sixth normal school in the state of Wisconsin, at a site to be selected by said board in the territory north of the north line of township number twenty-four north."

No action has been taken by the board in this direction, however, for lack of sufficient present income to maintain more schools than those already opened.

At the present session of the legislature (1893) a bill has been introduced providing for the establishment of two new normal schools, and appropriating money for their construction and support.



G. McGregor.

CHAPTER V.

GROWTH AND DEVELOPMENT OF THE SCHOOLS.

ADMINISTRATION.

All the normal schools of Wisconsin, being under the general management of one board and supported from one fund, have naturally developed along the same general lines; though enough freedom has been accorded to the internal administration of each school to bring forth a definite individuality in each. But the scope and purpose of this sketch does not justify any attempt at a discussion of their special individual characteristics.

The Platteville school continued under the presidency of Charles H. Allen but four years, when he resigned and went to the Pacific coast, becoming, later, the president of the San José (Cal.) normal school. He was succeeded at Platteville by Professor Edwin A. Charlton, of Auburn, N.Y., who continued at the head of the school from 1870 until January 1, 1879. Professor Duncan McGregor entered the faculty of the Platteville school at the beginning of its second year, August, 1867, as professor of mathematics. In January, 1873, he was designated as conductor of institutes for the first district. In January, 1879, he became president of the school, which has continued under his judicious administration to the present time, a period of fourteen years, with more to follow.

The first president of the Whitewater school was Oliver Arey, who had achieved marked success in building up the central or high school of Buffalo, N. Y., and had afterwards been principal of the Albany normal school. Mrs. H. E. G. Arey, the esteemed and gifted helpmeet of the principal, was a graduate of Oberlin college and had become quite widely known through various literary labors. She became preceptress of the school, teaching in various lines.

Mr. and Mrs. Arey administered the school with signal efficiency for a little over eight years, resigning in the spring of 1876. The influence of their positive and sterling characters left an enduring mark on both pupils and associate teachers.

President Arey was succeeded in the fall of 1876 by William F. Phelps, who had been principal of the Trenton (N. J.) normal school, and for many years at the head of the Winona (Minn.) normal school, coming to the Whitewater school in the fullness of experience and reputation. He re-

mained at Whitewater but two years, his administration constituting a tumultuous episode of which it is difficult to speak with justice to all concerned.

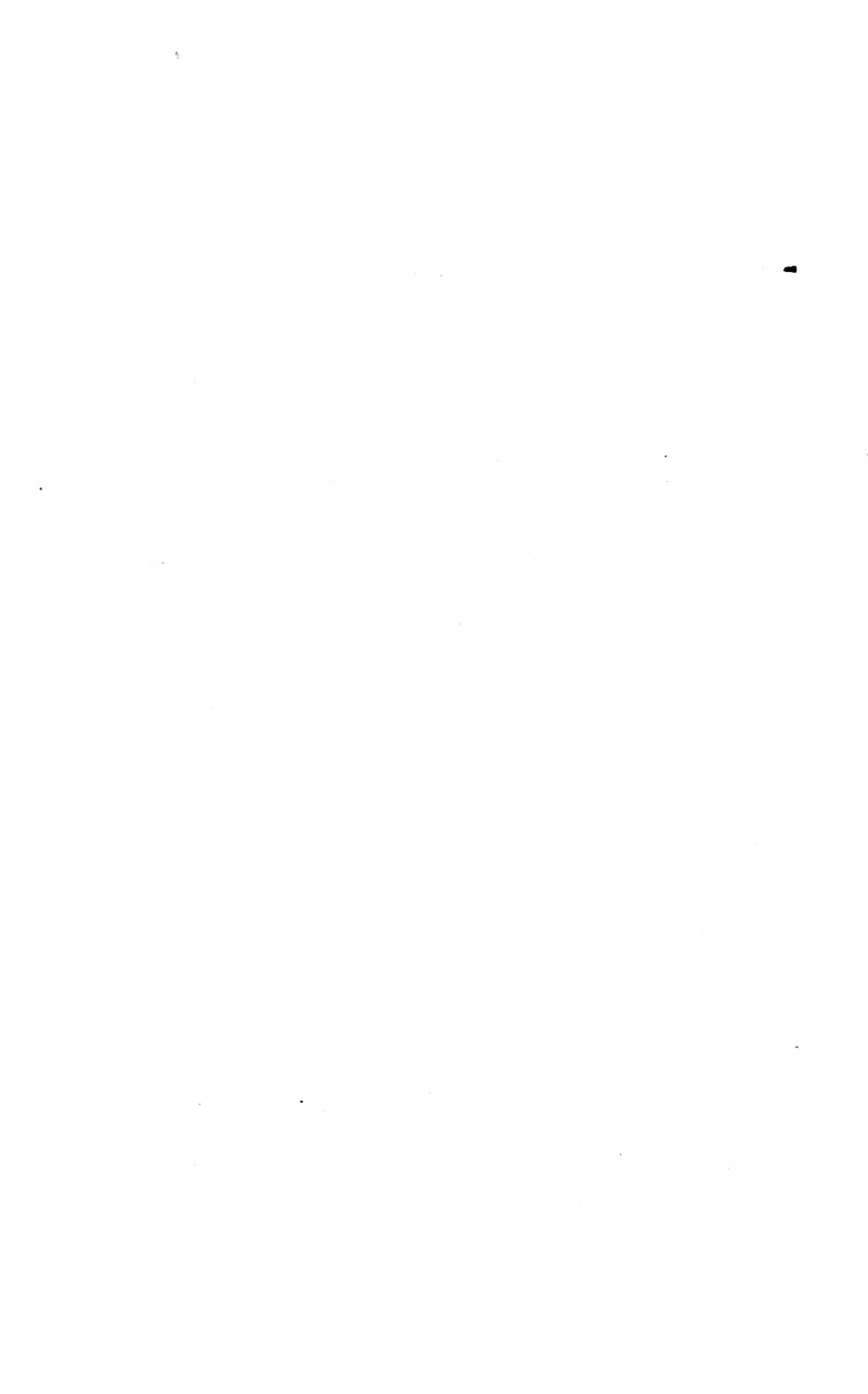
In the fall of 1878, Professor J. W. Stearns, LL. D., came to the presidency of the school, having previously been for several years principal of a government normal school at Tucuman, in the Argentine Republic. He was, before that, a professor in the old Chicago university. He remained in charge six and one-half years, resigning in January, 1885, to accept the chair of pedagogy in the University of Wisconsin. His administration was marked by broad and quickening impulses, and impressed upon the school certain characteristics which it retains, in a good degree, to the present time. After the resignation of Dr. Stearns, Professor T. B. Pray was acting president for an interim of a half-year.

In March, 1873, Albert Salisbury, principal of the Brodhead high school, came to the Whitewater normal school as its first conductor of institutes, and the third of the original trio of state institute conductors. He continued in this relation till the summer of 1882, when he went to the South as superintendent of schools for the American missionary association. In the fall of 1885, he returned to Whitewater, having been elected, some months before, to the presidency of that school, which position he still holds.

The Oshkosh school has been more fortunate than any of its sister schools in continuity of administration. Before the opening of the school, in 1871, George S. Albee, principal of the Racine high school, was elected to its presidency, a position which he has held with great and increasing acceptance until this day, a wise and unbroken administration of over twenty-two years. In this time, the school has grown to be the largest in the state and one of the most efficient in the whole country.

At the opening of the Oshkosh school, Captain Robert Graham, who had become widely known as a very efficient conductor of institutes, entered the faculty as director of the model school. He also rendered valuable service to the school as teacher of reading and vocal music. In January, 1873, he was designated as the first regular conductor of institutes under the system which has ever since prevailed. He continued in these relations until he became state superintendent in 1882.

The first president of the River Falls school was Warren





J. L. Emery.

D. Parker, previously principal of the Janesville city schools. He organized the school on a very thorough basis and administered its affairs with great vigor until failing health compelled his retirement in 1889. What then seemed a great loss to the educational interests of the state has been offset by the fact that Mr. Parker has now become a member, and the secretary, of the board of regents.

He was succeeded at River Falls by Prof. J. Q. Emery, principal of the Fort Atkinson high school, under whose management the school has very considerably increased its enrollment.

At the opening of the school in 1875, Jesse B. Thayer, principal of the Menomonie schools, was made its conductor of institutes, which position he held until he became state superintendent, in 1887. The River Falls school comes nearest to the Oshkosh school, therefore, in the continuity and unity of its administration.

Prof. J. J. Mapel, principal of the Milwaukee high school, became president of the Milwaukee normal school at its opening in 1885. He resigned in January, 1892; and was succeeded by Prof. L. D. Harvey, institute conductor at the Oshkosh normal school. The first institute conductor at Milwaukee was Prof. Silas Y. Gillan, who held his position from 1886 to 1892.

BUILDINGS AND EQUIPMENT.

In the "sixties," when the normal school idea was first taking practical shape, only a vague conception obtained of what the legitimate equipment of a teachers' training school should be. Little or no provision was therefore made of facilities for laboratory work, physical training, or drawing; and, even for the commoner needs and the most natural expectation of growth, the prospective requirements were sadly underestimated. That was the day of small things. But the growth of the schools, both in membership and in the scope of work found to belong to such seminaries, soon compelled extensive enlargement of accommodations.

The Platteville school, beginning life in 1866, in the building of the old Platteville academy, at once found itself straitened for room; and a new building, in extension of the old one, was completed in the summer of 1868 at a cost of \$20,000.

Almost from the start, the Whitewater building was found to be inadequate to the demands upon it; and a new

wing, almost equal in capacity to the original building, was completed in the summer of 1876, at a cost of about \$20,000. The Oshkosh school early exhausted all available space and was enlarged in 1877 by a new wing, costing \$15,000.

Now it was vainly supposed that all needs had been met. The River Falls school was built on a larger scale in the light of experience; but the older schools were soon suffering again for lack of room. In the fall of 1880, the Platteville school received an extension, for which \$10,000 was appropriated. In 1888, a gymnasium was added to the Oshkosh school, at a total cost of about \$7,000.

In 1891, the funds at the command of the board being insufficient for enlargements still needed, the legislature made an appropriation of \$20,000 to provide additions at Platteville and Whitewater. Scarcely had the bill granting this appropriation been enacted, when the Whitewater building took fire on a windy morning, April 27, 1891. The large wing erected in 1876 was burned out, with considerable damage to the rest of the building. Prompt action was had on the part of the board and state authorities; and the burned wing was again ready for occupancy at the end of August, four months after the fire. At Christmas of the same year, the new gymnasium wing, costing \$15,000, was also ready for occupancy.

An extension at Platteville, the third since its opening, was completed in 1892, at a cost of \$19,000.

The buildings of the three older schools are thus rather interesting examples of architectural accretion, as well as illustrations of the difficulty of planning adequately for educational institutions in a young and growing country.

ENROLLMENT OF THE SCHOOLS.

The increasing membership of the schools is, in a measure, shown by the following table of enrollments, from which it will be seen that the number of adult students availing themselves of professional training in the normal schools of the state has increased from 600 in 1872 to 1,100 in 1881 and 1,600 in 1892. But this by no means represents the whole gain. The standards of admission have gradually advanced in a degree calculated to check the accretion of mere numbers. The 1,600 students of 1892 represent a much higher attainment and larger professional force than an equal number would have done twenty, or ten, years ago.

The enrollment of the model schools for the same years is also given as being of some interest, although not so directly representative of the progress made.

TABLE OF ATTENDANCE AT THE NORMAL SCHOOLS.

NORMAL DEPARTMENT.

School Year.	Platteville.			Whitewater.			Oshkosh.			River Falls.			Milwaukee.			Aggregate.		
	M.	F.	Tot	M.	F.	Tot	M.	F.	Tot	M.	F.	Tot	M.	F.	Tot	M.	F.	Tot
1866-67.	38	61	99	....	....	....	....	....	....	....	....	....	....	....	....	38	61	99
1868-69.	69	81	150	77	75	172	....	....	....	....	....	....	....	....	....	146	176	322
1871-72.	82	116	198	77	144	221	71	102	173	....	....	....	....	....	....	230	362	592
1875-76.	108	101	204	94	192	286	144	179	323	65	103	168	....	....	....	406	575	981
1880-81.	80	135	215	87	216	303	157	226	383	68	132	200	....	....	....	392	709	1,101
1885-86.	104	180	284	112	232	344	178	316	494	87	142	229	2	44	46	483	914	1,397
1890-91.	101	167	268	97	229	326	198	338	536	71	196	267	12	61	73	479	991	1,470
1891-92.	97	190	287	93	232	325	193	392	585	92	218	310	23	67	90	498	1,099	1,597

MODEL DEPARTMENT.

School Year.	Platteville.			Whitewater.			Oshkosh.			River Falls.			Milwaukee.			Aggregate.		
	M.	F.	Tot	M.	F.	Tot	M.	F.	Tot	M.	F.	Tot	M.	F.	Tot	M.	F.	Tot
1866-67.	68	43	111	....	....	....	....	....	....	....	....	....	....	....	....	68	43	111
1868-69.	118	96	214	94	87	181	....	....	....	....	....	....	....	....	....	212	183	395
1871-72.	114	92	206	85	67	154	68	73	141	....	....	....	....	....	....	267	232	499
1875-76.	120	135	255	61	54	115	80	118	198	110	133	243	....	....	....	371	440	811
1880-81.	118	115	233	93	84	117	99	131	230	67	93	160	....	....	....	377	425	800
1885-86.	48	63	111	71	74	145	104	130	234	59	61	120	58	54	112	340	382	722
1890-91.	49	63	112	64	61	125	76	120	196	57	90	147	56	61	117	302	395	697
1891-92.	65	79	114	56	62	118	103	135	238	65	109	174	58	78	136	347	463	810

These figures exhibit the growth of the schools with tolerable exactness, though not with entire accuracy as a means of comparison with each other; since the line between the normal and lower departments has not been the same in all the schools, nor always the same in each school. Furthermore, the continuity of pupils is not the same in all, so that with a less total enrollment there may exist a greater average attendance.

From the table as a whole, it will be seen that, notwithstanding some natural fluctuations, there has been a constant and steady growth in the membership of the schools. This has taken place, moreover, contemporaneously with a general increase of requirements both for admission and graduation.

CURRICULUM—FIRST COURSES OF STUDY ADOPTED BY THE BOARD.

Courses of study for the schools were adopted by the board at its meeting in June, 1868, three in number, viz.:

1. An institute course of one term.
2. An elementary course of two years.
3. An advanced course of three years.

The courses were essentially the same for both schools; but the arrangement of the specific studies was left to each

principal for his own school, so that the practical workings of the courses in the two became somewhat different.

The several courses were announced by the Platteville school in the following terms:

"The institute course is designed to meet the wants of those teachers who, possessing the necessary scholastic acquirements, yet feel the need of professional training. It will consist of a rapid review of the various subjects taught in our common schools, with lectures upon the best methods of teaching the same; lectures upon the organization, classification and government of the schools, and the school law.

"The object of the elementary course is to fit students to become teachers in the common schools of our state, and will consist of a thorough drill in the studies pursued, experimental lectures on methods of instruction and, if practicable, practice in model school.

"The advanced course should fit teachers for the higher departments of the graded schools in this state, and, as will be seen from the detailed statement of the courses of study, is both thorough and practical. Students in the advanced course will have extended practice in the model school, under the eye of experienced teachers, who will, by kindly criticisms and pointed suggestions, strive to make the practice conform to the theory of instruction."

THE INSTITUTE COURSE.

Of the three courses inaugurated in 1868, the institute course had a brief and rather unsatisfactory career. In the fall of 1871, a venture was made in the shape of an institute course of six weeks. This course, if it can be called a course, was taken by thirty-five pupils at Whitewater, twelve at Platteville, and fifteen at Oshkosh. In 1872, the institute course was again attempted in connection with the first six weeks of the fall term, with an attendance of 37 at Oshkosh, 26 at Whitewater, and of (?) at Platteville—a practical failure except at the first-named school.

This institute class, coming as it did at the time of the year when the schools were the fullest, and the tax upon the teaching force greatest, was found to be very inconvenient in the working of the schools, and was from this time discontinued.

THE THREE YEARS' COURSE.

At the annual meeting of the board of regents in 1872, the elementary course, which had been simply a dead letter, was changed to one year in length, but, as before, it failed to attract students in any practical way.

There was, thus, practically, but one course, of three years in length, up to the year 1874. In July of that year, a change was made which may best be stated by inserting here the main portion of a committee report which was adopted at that time. It was voted :

“That hereafter in the several normal schools in the state there shall be two courses of study, known respectively as the ‘elementary course’ and ‘advanced course’ ; that the elementary course shall be two years in length, and the advanced course four years in length ; and that the studies in the respective courses, and the maximum and minimum time allowed thereto shall be as follows :

“In the elementary course : Arithmetic, 30 to 40 weeks ; elementary algebra, 12 to 20 weeks ; geometry, 16 to 23 weeks ; book-keeping, 6 to 10 weeks ; reading and orthoepy, orthography and word analysis, 30 to 37 weeks ; English grammar, 28 to 39 weeks ; composition, criticism and rhetoric, 20 to 24 weeks ; geography, physical geography, 26 to 40 weeks ; physiology, 10 to 15 weeks ; botany, 10 to 13 weeks ; natural philosophy, 12 to 17 weeks ; United States history, civil government, 30 to 40 weeks ; penmanship (time undetermined) ; drawing, 20 to 26 weeks ; vocal music (time undetermined) ; theory and practice of teaching.

“In the advanced course, the studies of the first two years shall be the same as those of the elementary course, with the addition of Latin for 20 weeks, which shall take the place of rhetoric. In the advanced course, the studies of the last two years shall be : Higher algebra, 20 to 28 weeks ; geometry and trigonometry, 17 to 23 weeks ; Latin, 80 weeks ; rhetoric and English literature, 10 to 28 weeks ; chemical physics, 6 to 20 weeks ; chemistry, 12 to 23 weeks ; zoology, 6 to 12 weeks ; geology, 12 to 17 weeks ; universal history, 12 to 23 weeks ; political economy, 15 to 17 weeks ; mental and moral science, 20 to 30 weeks ; theory and practice of teaching.”

The committee also recommend that at the close of the elementary course there shall be a thorough review of the studies of the last two years.

Details of the order of studies within each course, and the precise amount of time devoted to each study, within the limits prescribed, were left to the presidents and faculties of each school.

The sanctions established were as follows :

1. For the advanced course, a diploma, becoming, in due process, an unlimited state certificate.
2. For the elementary course, a certificate, becoming in like manner, a state certificate limited to five years.

MODIFICATIONS IN 1879 AND 1880.

In July, 1879, the schedule of studies was somewhat modified, and, on the recommendation of the presidents of the schools, it was ordained—

“That the elementary course shall include the following named branches, pursued within the specified limits of time:

Arithmetic.

Elementary algebra.....12 to 20 weeks

Geometry.....16 to 23 weeks

Book-keeping.....6 to 10 weeks

Reading, orthoepy, orthography and word analy-

sis.....30 to 37 weeks

English grammar.....28 to 30 weeks

Composition and criticism.....20 to 24 weeks

Geography, political and physical.....25 to 40 weeks

Botany.....10 to 13 weeks

Physiology.....10 to 15 weeks

Physics.....12 to 17 weeks

United States history and civil government.....30 to 40 weeks

Drawing.....20 to 40 weeks

Pennmanship and vocal music.

Theory and art of teaching, and school management.

That the advance course shall include all the branches of the elementary course, together with :

Higher algebra.....20 to 28 weeks

Higher geometry.....12 to 15 weeks

Latin.....80 weeks

Rhetoric and English literature.....10 to 28 weeks

Chemistry.....12 to 23 weeks

Zoology.....6 to 12 weeks

Geology.....12 to 15 weeks

General history.....12 to 28 weeks

Political economy.....10 to 17 weeks

Mental science.....12 to 20 weeks

Drawing.....10 to 20 weeks

Pedagogics.....20 weeks

It may be remarked that, at this time, the amount of Latin required in the advanced course was not only diminished to two years, but also that this amount was made optional with an equal time in English literature. All except the Whitewater school availed themselves of this option; but every graduate at Whitewater has, thus far, taken the Latin course.

Experience had long shown that the elementary course was badly over crowded; and in July, 1880, it was voted by the board “that each president be instructed to arrange for

his own school the programme of the present studies in the elementary course to cover two and a half years for their completion by the students."

This was, in effect, a lengthening of both courses to two and a half and four and a half years, respectively. This change was promptly effected at the Oshkosh and White-water schools, and somewhat later at the other schools.

As has been stated in the preceding chapter, when the Milwaukee school was organized, in 1885, the elementary course was omitted and only the advanced course of two years was established. This was outlined as follows :

(a) Reviews of elementary branches.....	80 weeks
(b) Schoolmanagement, art of teaching, history of edu- cation, psychology, and science of education....	80 weeks
(c) Practice teaching and observation.....	40 "
(d) Natural science review.....	60 "
(e) English literature, constitutions and political econ- omy.....	60 "
German may be substituted for English.....	30 "

Physical exercises, music and drawing to be introduced as the exigencies of the school may seem to permit."

In this course, it will be observed, Latin was omitted altogether: German was made optional with a limited amount of English; while music and drawing were left in an ambiguous position, though the practice of the school has not ignored them.

RADICAL REVISION IN 1892.

In July, 1892, after thorough and careful discussion, the presidents of the several schools submitted to the board a scheme of studies differing in important particulars from that which had previously obtained. The main points of change involved are as follows:

1. The two former courses are shortened to two and four years respectively, doing away with the odd half year.
2. Four courses are provided for:
 - (a) An English course of four years.
 - (b) A Latin course of four years.
 - (c) A professional course of one year.
 - (d) An elementary course of two years, being the first two years of the English course.

3. The elective principle is further extended, so that those taking the English course may choose between different lines of work in the natural sciences. German may also be elected instead of Latin.

The details of this new schedule, as adopted by the board of regents, are as follows, the time-limits specified being the *minimum* requirements in the several branches.

I.—THE ENGLISH COURSE.

Mathematics: Arithmetic, algebra and geometry.....	80	weeks
Book-keeping, optional.....	10	"
Vocal music.....	20	"
Drawing.....	40	"
English language: Orthoepy, reading, word analysis, grammar and composition, rhetoric and literature, in all	120	"
Natural sciences, required: geography, including physical, 20 weeks; physiology, 10 weeks; botany, 10 weeks; physics, 20 weeks. In addition to this, at least 50 weeks' work from the following elective list, viz.: Physiology, 10 weeks; botany, 10 weeks; zoology, 20 weeks; chemistry, 20 weeks; geology, 20 weeks; physics, 20 weeks.	110	"
Minimum aggregate in natural science.....	30	"
United States history and civil government.....	25	"
General history.....	15	"
Political economy.....	160	"
Professional work: School management, school law, and theory and methods of teaching, 50 weeks; practice teaching, 40 weeks; reviews in common school branches with special reference to teaching, 30 weeks; psychology, and science and history of education, 40 weeks; minimum aggregate of pro- fessional work.....	600	"
Minimum aggregate of English course.....		

II.—THE LATIN COURSE.

Mathematics: Arithmetic, algebra and geometry.....	80	weeks
Vocal music.....	20	"
Drawing.....	20	"
Latin.....	120	"
English language: Orthoepy, reading, grammar and composition, rhetoric and literature.....	80	"
Natural sciences: Geography, including physical, 20 weeks; physiology, 10 weeks; botany, 10 weeks; physics, 20 weeks; zoology or chemistry 20 weeks; aggregate in natural science.....	80	"
United States history and civil government.....	30	"
General history.....	25	"
Political economy.....	15	"
Professional work: As in the English course.....	160	"
Minimum aggregate of Latin course.....	630	"

N. B. : Two years (80 weeks) of German may be substituted for the Latin, in which case the requirements in English language shall be the same as in the English course, viz., 120 weeks.

III.—THE ELEMENTARY COURSE.

Mathematics : Arithmetic, 10 weeks ; algebra, 20 weeks ; geometry, 20 weeks ; total.....	50 weeks
Book-keeping, optional.....	10 “
Vocal music.....	20 “
Drawing.....	20 “
English language : Orthœpy and reading, 20 weeks ; word analysis, 10 weeks ; grammar and composition, 30 weeks ; total.....	60 “
Natural sciences : Geography, including physical, 20 weeks ; physiology, 10 weeks ; botany, 10 weeks ; physics, 20 weeks ; total.....	60 “
United States history and civil government.....	30 “
Professional work : School management, school law, theory and methods of teaching, 50 weeks ; reviews in common school branches with special reference to teaching, 30 weeks ; practice teaching, 20 weeks ; total.....	100 “
Minimum aggregate of elementary course.....	340 “

ONE-YEAR PROFESSIONAL COURSE.

The course of training in the one-year's course shall consist of :

1. A course of 10 weeks in review and methods in each of the following branches, viz.: Reading, arithmetic, geography and grammar.
2. A course of 40 weeks in school management, school law, and theory and methods of teaching, supplemented by 20 weeks of class-teaching in the schools of practice.
3. A course of 10 weeks in psychology and its applications to teaching.
4. A course of 20 weeks in drawing.
5. A course of 20 weeks in composition and rhetoric, and a course of 10 weeks in either natural history or civics.

GROWTH OF PROFESSIONAL THOUGHT.

Twenty-five years ago, normal schools were yet in their infancy, and not alone in Wisconsin. Those who had charge of their development here did not find much clear guidance elsewhere. Scholastic ideals and traditions still ruled educational thought ; and while many recognized that a normal school was something other than a mere academy or secondary school, the precise character of this difference, in practical external realization, was far from clearly con-

ceived. The Wisconsin normal schools have worked steadily away at this problem; and their present professional character is the result of a somewhat slow process of evolution, not yet, by any means, brought to its completion.

From the very beginning, however, one clear and cherished idea has pervaded these schools. The professional teacher must, first of all things, and above all things else, possess a worthy character, be moved by unselfish aims and high ideals. No one at all acquainted with the facts will question that the ethical purpose and spirit of these normal schools has always been high and strong. Akin to, indeed a part of, this ethical spirit is the devotion to thoroughness in the fundamentals of scholarship and training which has always been a well-defined characteristic.

But there are other lines in which the normal schools have had slowly to work out their own distinctive features as professional training schools. Doubtless the most prominent fact here has been the effort to determine and lead to a recognition of true ideals and ends in education. The narrow, materialistic notions which constitute the popular conception of education must be displaced by broader, truer ideas very early in the training of a professional teacher. The prospective educator should, above all, learn in what education really consists; and this he is not likely to learn under ordinary circumstances.

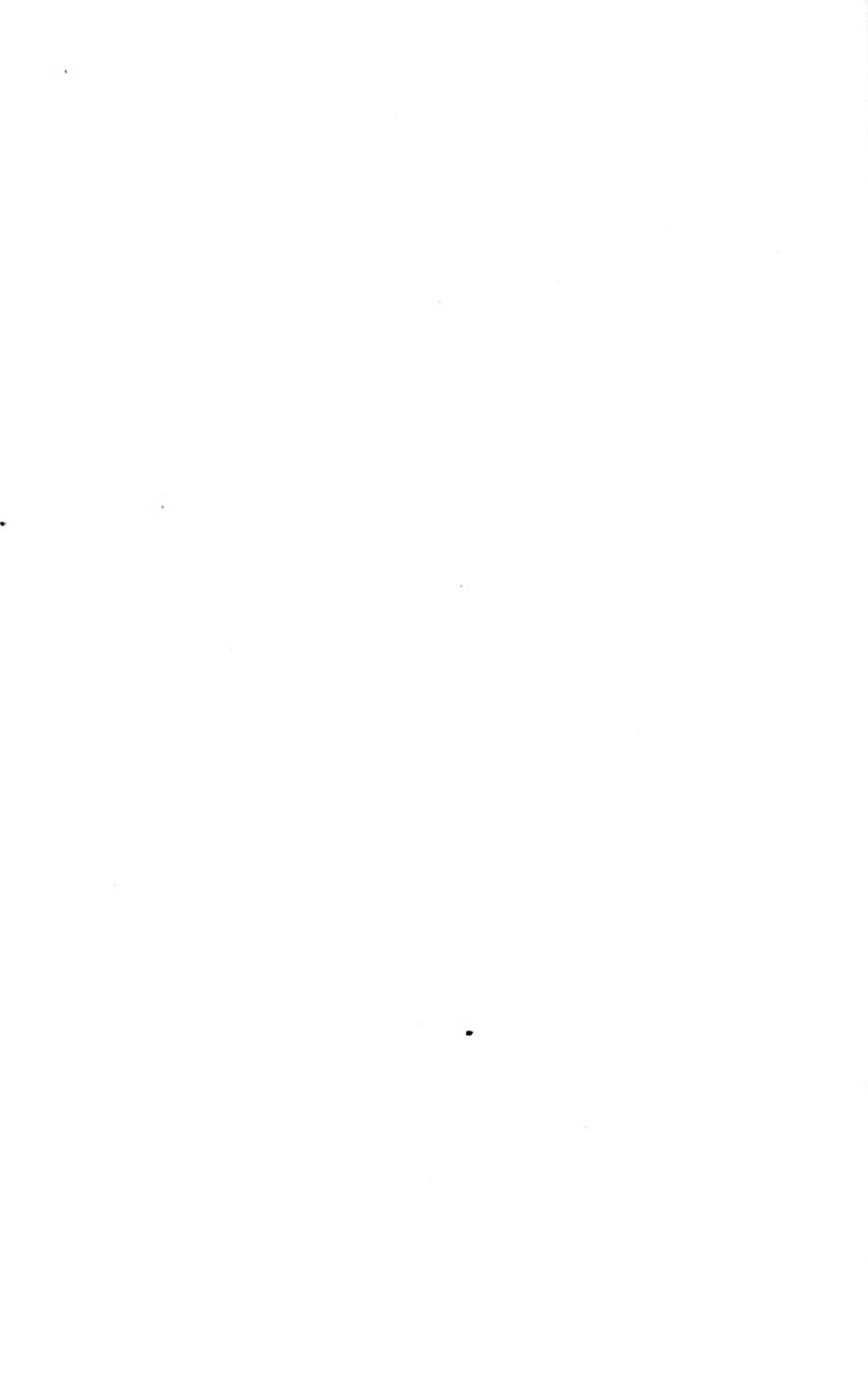
The normal schools of Wisconsin, beginning with a rather vague apprehension of this primary function, have now come, it is believed, to an adequate conception of their responsibility and opportunity in this regard.

Closely connected with this advance, in fact a condition of it, has been an appreciable progress toward a pedagogic treatment and use of psychology, turning aside from the traditional but unfruitful absorption in metaphysics and the history of philosophical controversy to a more practical and scientific study of the phenomena and development of the child-mind, the true material of the teacher's art. The training of the young teacher's thought toward the constant study of the child, his needs and possibilities, almost from the first entrance upon normal school work, instead of relegating the whole matter to a term or two of adult psychology in the last year of the course, is a reform at least partially realized, and wholly approved.

A necessary corollary of the clearer apprehension of the ends of education is found in the recognition, not only



Albert Salisbury.



theoretical but practical, of the fact, so long obscured, that music, drawing and gymnastics are not simply accomplishments, but as truly among the essentials of education as mathematics or geography. The normal schools have led the way in this return from mediæval toward Greek conceptions of these elements of education. Again, while holding firmly to a belief in the value of linguistic study, especially in the direction of practical mastery of the mother-tongue, the normal schools have been alive to the realistic movement of modern thought. While the equipment of laboratories and the adoption of laboratory methods have progressed somewhat slowly, they have, nevertheless, been realized; and the distinction between scientific work and the literature of science has come to be adequately apprehended.

A natural concomitant of what has already been touched upon is found in the development of what is known as professional work. While nearly all the work in a normal school is "professional" in the sense that it is ruled by the pedagogical aim, differing widely in this respect from the work of other schools in the same studies, there has always been a large increase over the earlier years in the amount of what is recognized as distinctly and purely professional work, in practical and theoretical pedagogy. This work has not only been more carefully elaborated, but it has been brought down into the early years of the course, so that no student can remain long in the normal school without coming under its direct influence.

From the first, the Wisconsin normal schools have recognized the indispensability of schools of practice. The earlier efforts at realization were crude and ineffective; but they paved the way to the marked success of later years, the amount and organization of the practice teaching being now such as will bear the most thorough examination and criticism. It is impossible and unnecessary to trace in detail the various steps of this advance in pedagogical thought; it has been gradual, never revolutionary, and more discernible in the present result than in the stages of its progress. It would be invidious and inaccurate to attribute leadership in this advance to one school or another. All have contributed to it in greater or less degree; but no one will take exceptions to the assertion that great credit is due, in the general reckoning, to the wisdom, insight and persistence of the veteran president of the Oshkosh school.

KINDERGARTEN, SLOYD, ETC.

Only brief space can be taken for notice of certain movements with which the schools have dealt haltingly. In 1880, a kindergarten was organized in connection with the Oshkosh school, somewhat by way of experiment. This was continued for several years, but, owing to changes in the board of regents and want of cordial appreciation on the part of that body, it was closed in 1885. Nothing further was attempted in this direction until 1882, in which year the board set forth, apparently with earnest purpose, to establish a kindergarten training department in connection with the Milwaukee school. This is now in process of development with much in favor of its full success.

Manual training has received some attention, though not incorporated into the regular curriculum of all the schools. Since 1884, the Whitewater school has regularly maintained a "shop" in connection with the natural science department, each member of the class in physics, ladies included, being required to take a limited course in the use of wood-working tools. In 1886, the Milwaukee school began work in this line, receiving material assistance from prominent citizens of Milwaukee. Now an instructor in sloyd is employed by the board, that system having been introduced into the model school. Thus, while music, drawing, and gymnastics have been placed on a permanent and regular footing in all the schools, the kindergarten and manual training have been dealt with in a more cautious and conservative manner. This is doubtless due, in some degree, to the financial limitations of the board.

ACADEMIC AND PREPARATORY DEPARTMENTS.

The policy of accepting local aid in the construction and equipment of normal schools has resulted, in some states, and to some extent in Wisconsin, in complication of interests to the hindrance of the purely professional interest. The existence of a local right to demand that a normal school shall provide an academic department is always an embarrassment to the legitimate work of such a school. In their earlier years, the Wisconsin normal schools were subject to such a demand; and, in 1876, the board set out to make the "grammar departments" of the several schools fitting schools for college. This thought, for a time, received special development at the Whitewater school, in what had, all along, been called the "academic" department. In 1884,

however, the board finally took action, by abolishing the tenth, eleventh, and twelfth grades in the grammar department at Whitewater, which constituted a definite abandonment of all aims not necessarily connected with the preparation of teachers. Nothing higher than the ninth grade now remains in any of the model schools.

Of a very different nature, however, are the "preparatory classes." The normal schools of Wisconsin have never been willing to ignore scholarship as essential to the teacher's equipment; nor have they been able to assume it as already acquired by those seeking professional training. The entrance examinations have always been rigorous; and only a minority of those applying for admission are found qualified to enter directly upon the work of the normal course. Especially is this true of those coming from the rural schools, even the best. It has been the policy of the normal schools to keep in touch with the country schools as far as possible; and so the preparatory class has been found a useful adjunct as constituting a bridge from the country schools into the normal schools. Tuition is charged in these classes; and the preparatory departments are now nearly, if not quite, self-supporting. Much excellent material comes into the normal course from the preparatory classes, the preparatory course being, in effect, an extension of the normal course downward, a sort of ladder let down to those in need.

It is but fair to say, however, that the propriety of this course has been questioned; and considerable opposition to its continuance is being manifested in influential quarters.

CHAPTER VI.

THE NORMAL SCHOOLS AS A FORCE.

The normal schools of Wisconsin are part and parcel of the public school system. They are absolutely free to all persons who contemplate teaching in the schools of the state. They are schools of the people, and not simply of the wealthy classes. Their function is to prepare teachers for the public schools, from the wayside rural school to the city high school. Their work has been adjusted, almost of necessity, to the practical demands upon them rather than to any abstract ideal of what a normal school should be; though theoretical ideals have by no means been forgotten or ignored.

Two aims constantly present themselves to those charged with the management of normal schools. Shall we devote ourselves to the service of the multitude in the elementary schools, and prepare teachers only for them? Or shall we rather aim to prepare the select few for educational leadership and the more responsible positions? In some states, as Connecticut, for instance, the former aim seems to have been frankly accepted. The normal schools of Wisconsin have not been willing as yet, to forego either end, though the two may seem to be in some degree incompatible; but they have striven, so far as practicable, to meet both demands. This is the meaning of the two courses of study, the elementary and the advanced, which have so long prevailed; and the modifications recently made (in 1892) have the same ends in view.

It has been the constant endeavor of these schools, moreover, to enkindle their pupils with the love of knowledge and the desire for a fuller personal development, leading them eventually to higher institutions for wider training. In consonance with this thought, they have not striven to graduate large numbers in brief and meagre courses; but emphasis has always been laid upon the long course. The term "graduate" is not allowed to those completing only the shorter course. As a consequence of this policy and their exacting standards of thoroughness, the Wisconsin normal schools have not sent out such large numbers of graduates as those in states where lower standards have prevailed. This fact, they have not chosen to consider as a reproach.

GRADUATES AND UNDERGRADUATES.

In the twenty-three years which have elapsed since the graduating of the first class at Platteville, the normal schools have graduated 792 persons from the advanced course. The elementary course has been completed by 776 others, a total of 1,568. Something over one-third of these were men. Of all these persons, 95 per cent. have discharged their obligations by teaching after graduation. Nearly 40 per cent. have taught every year since graduation, in some capacity; while 51 per cent. of all, notwithstanding death and matrimony, are still members of the teachers' profession, having stopped only temporarily for recuperation or other unavoidable causes. The aggregate amount of teaching done by these graduates is over 7,000 years, counting eight to ten months of teaching a year. The average amount of teaching done by all, living and dead, married and unmarried, is nearly five years since grad-

uating, besides a large amount of teaching done between the date of first entering the normal school and the date of graduation.

The character of the positions held and the amount of salaries received by these graduates have alike been creditable to the schools in which they were trained.

It is often alleged, with substantial truth, that these graduates are lost to the country schools, being quickly caught up by the cities and high schools. They have too much capital invested in professional training to remain in poorly paid positions. But the country schools get their benefit from the normal schools through the greater body of undergraduates. About 13,000 young people, according to careful computation, have enjoyed more or less extended training in these schools. Setting out the graduates and the smaller number who have done no teaching, there remain something over 10,000 undergraduates who have gone forth to teach, mostly in the common schools. The greater part of these have done excellent service through considerable periods of time. It is doubtless true, therefore, that the influence of the Wisconsin normal schools is most widely felt through its undergraduates, a fact that is sometimes overlooked in current discussion.

GENERAL INFLUENCE.

The value and influence of normal schools is not confined, however, to the results effected directly through their pupils. The existence within the state of five faculties of picked teachers, set apart to the office of exalting the principles and rationalizing the practice of education, is in itself a fact of no small importance. The members of these faculties are bound, by virtue of their office, to become careful students of educational problems and to communicate the fruits of their studies and their experience far beyond the circle of their own immediate instruction. As members of teachers' associations and institutes, as writers for the educational press, as preachers of education on all opportune occasions, they should be and are candles set upon a candlestick. And they are not only givers of pedagogical light, but supporters of the dignity and efficiency of the teacher's profession. The files of the proceedings of the Wisconsin teachers' association and of all lesser associations within the state will bear testimony to the activity and general utility of the teachers in normal schools.

But special mention must be made of the great benefits resulting from the connection of the normal schools with the teachers' institutes.

It is now twenty years since the inauguration of the present system, by which a leading member of each normal school faculty is set apart as a conductor of institutes, subject to call at any time for this service. Thus, long before "University extension" became a popular notion, normal school extension was a realized and familiar fact, carrying out the best light of those schools to shine in the remotest corners of the state. The wide-reaching benefits of this close relation between the normal schools and the county institutes would deserve fuller exposition but for the fact that the work has been done, in this same volume, by another hand, that of the Hon. W. H. Chandler, who was for so many years a prominent factor in the organization and management of both the normal schools and the institutes.

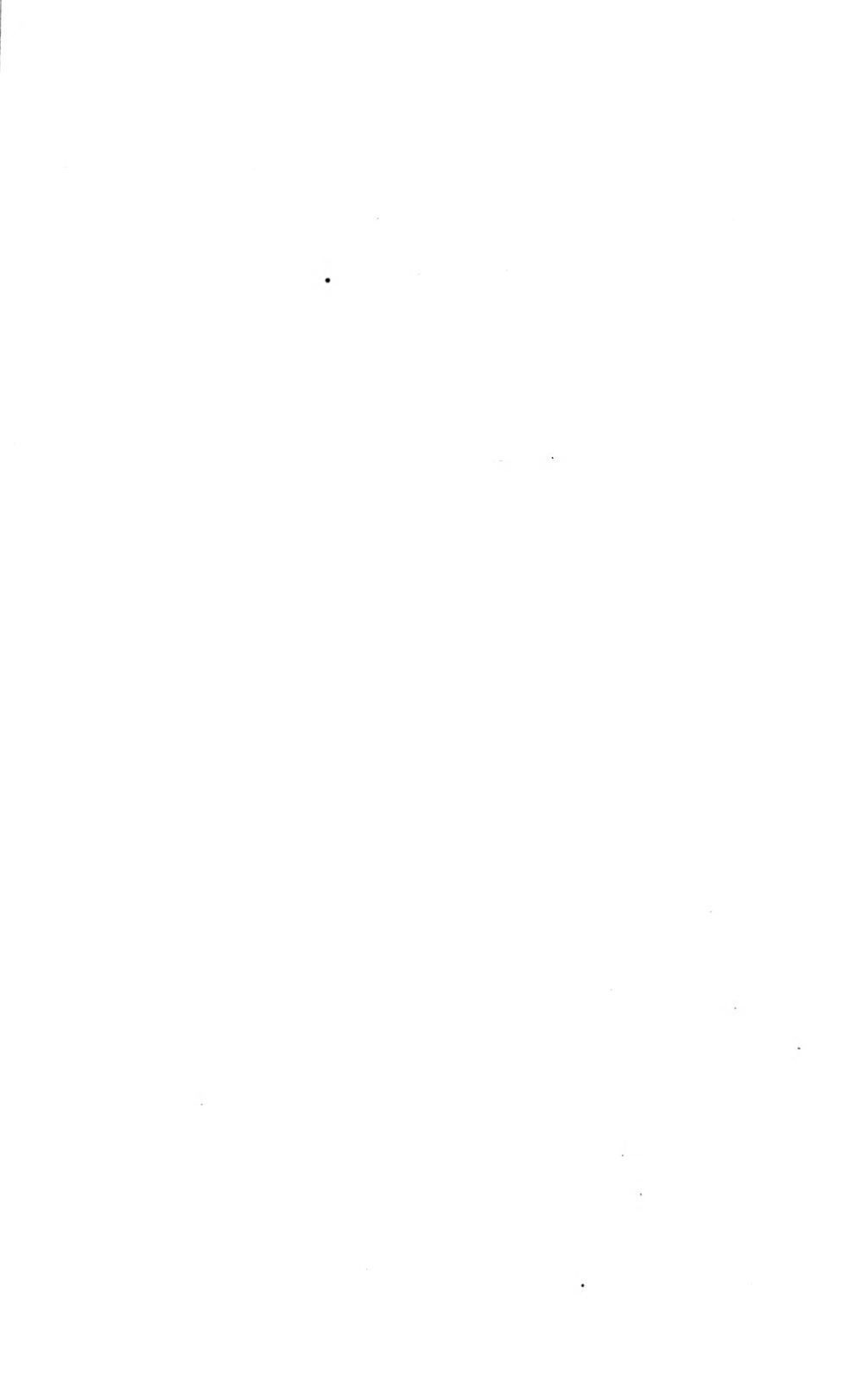
In conclusion, it may be said that normal schools in Wisconsin have passed the experimental stage, and no longer have anything to fear from hostile influences. They have approved themselves as a wise and necessary instrumentality in a public system of education, and are becoming more perfectly co-ordinated with the other factors of this system. Making no claim to have promulgated anything ultimate in educational theory or practice, they abide in the hope of fulfilling their proper functions more and more adequately.

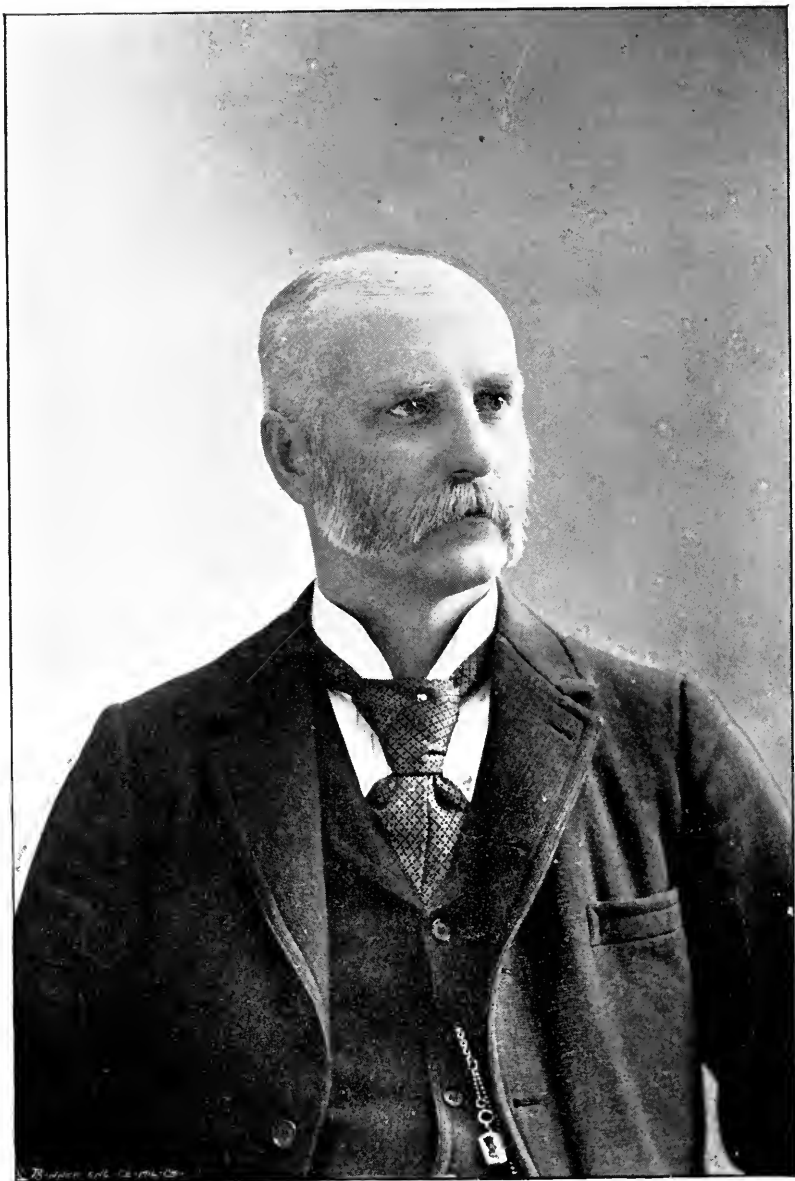
CHAPTER VII.

ROSTER OF THE FACULTIES, 1866-93.

As a useful appendix to the foregoing chapters, the following list is given of all persons, to date, who have taught regularly in the faculties of the several normal schools. The names in each faculty are arranged chronologically, in the order of their entering the teaching corps of the school.

The list is a surprisingly long one and reveals one weakness in the past management of the schools, the fact that the board has not been able to retain, chiefly for financial reasons, all the best talent that has entered its service. A perusal of the list will show how many have gone on to positions elsewhere of great honor and responsibility.





L. H. Harvey

PRESIDENTS.

Chas. H. Allen, Platteville.....	1866-70
Oliver Arey, Whitewater.....	1868-76
Edwin A. Charlton, Platteville.....	1870-79
George S. Albee, Oshkosh.....	1871 —
Warren D. Parker, River Falls.....	1875-89
Wm. F. Phelps, Whitewater.....	1876-78
John W. Stearns, Whitewater.....	1878-85
Duncan McGregor, Platteville.....	1879 —
Albert Salisbury, Whitewater.....	1885 —
J. J. Mapel, Milwaukee.....	1885-92
J. Q. Emery, River Falls.....	1889 —
L. D. Harvey, Milwaukee.....	1892 —

TEACHERS.

PLATTEVILLE NORMAL SCHOOL.

Chas. H. Allen, principal.....	1866-70
Jacob Wernli, assistant principal.....	1866-68
Geo. M. Guernsey, mathematics.....	1866-67
Fanny S. Joslyn, preceptress, teacher of geography, history, etc.....	1866-70
Esther M. Sprague, principal model school.....	1866-67
Mrs. Eureka A. Graham, principal model school.....	1867-72
Duncan McGregor, { professor of mathematics.....	1867-74
{ conductor of institutes, etc.....	1873-79
{ president, etc.....	1879 —
Charles F. Zimmerman, teacher of drawing.....	1867-68
D. Gray Purman, English language and literature.....	1868-77
A. H. Tuttle, natural science.....	1868-70
A. M. Sanford, teacher of vocal music.....	1868-71
J. H. Terry, principal of academic department.....	1868-70
Aug. Michaelis, teacher of German.....	1869-71
Edwin A. Charlton, mental and moral science.....	1870-79
George Beck, natural science.....	1870 —
Eva M. Mills, geography and history.....	1870-73
Andrew J. Hutton, { principal academic department.....	1870-71
{ conductor of institutes, etc.....	1879 —
T. J. Colburn, teacher of vocal music.....	1871-74
Carolyn E. Adams, { principal of academic department.....	1871-73
{ teacher of reading and history.....	1873-76
{ teacher of intermediate department.....	1872-76
{ teacher of geography and history.....	1876-81
Emeline Curtis, { teacher of grammar department.....	1873-93
Chas. H. Nye, principal of grammar department.....	1873-93
Phila A. Knight, arithmetic and geography.....	1873-74
D. E. Gardner, mathematics and vocal music.....	1874-91
Jennie S. Cooke, assistant in grammar department.....	1874-83
Mary A. Brayman, teacher of primary department.....	1874-36
Helen Hoadley, English language and literature.....	1876-77
Georgia A. Spear, teacher of reading.....	1876-77
Mrs. Helen Charlton, English language and literature.....	1876 —
Anna Potter, teacher of intermediate department.....	1876-85
Albert J. Volland, Latin and Greek.....	1877-82
Emily M. B. Felt, English language and literature.....	1877 —
Ella C. Aspinwall, teacher grammar department.....	1877-82
Mrs. S. E. Buck, reading.....	1878-83
Mary F. Flanders, geography and history.....	1881-85
Clara E. P. Smith, preparatory class and Latin.....	1881-83
Miss H. M. S. Eggleston, teacher of primary department.....	1881-82
Ella Walker, teacher of grammar department.....	1882-83
Sadie F. Burr, teacher of preparatory class.....	1882-85
Elizabeth C. McArthur, Latin.....	1883-85
Antoinette E. Brainard, English grammar.....	1883-84
Alice J. Sanborn, reading.....	1884
Sarah R. McDaniel, English grammar.....	1884
Viola P. Hotchkiss, drawing.....	1884-90
Mary Noyes, English language and Latin.....	1884-86
Lydia A. McDougal, geography and history.....	1885 —
Alice Chapin, methods, supervisor of practice.....	1885-86
E. Kate Slaght, { teacher of preparatory class.....	1885-86
{ English language and Latin.....	1886-88
Lona Washburn, teacher of intermediate department.....	1886-87
Sarah Alice Glisan, methods and supervisor practice.....	1886-92
Helen A. Dewey, teacher of primary department.....	1886-89
Helen M. Cleveland, teacher of preparatory class.....	1886-87
Annie Hendron, teacher of intermediate department.....	1887-88

Mrs. Ada Ray Cooke, { teacher intermediate department.....	1878-86
{ reading and English branches.....	1886 —
Fanny C. Timanus, teacher primary department.....	1878-79
Clara L. Wright, teacher primary department.....	1879-80
Mary L. Avery, English language and literature.....	1880-87
Ellen L. Clothier, ancient languages and principal grammar department....	1880-81
Ellen A. Persons, assistant grammar department.....	1880-83
Ellen J. Couch, teacher primary department.....	1881-91
Theron B. Pray, { mathematics.....	1880-88
{ conductor of institutes, etc.....	1888 —
J. N. Humphrey, Latin, etc.....	1881 —
Agnes Hosford, United States history, penmanship and mathematics.....	1881-84
Harriet A. Salisbury, principal preparatory department.....	{ 1881-82
	{ 1883-88
Kate E. N. Tupper, principal grammar department.....	1881-85
J. W. Gibson, reading and political economy.....	1882-83
C. W. Cabeen, natural sciences.....	1883
Henry Doty Maxson, conductor of institutes, etc.....	1883-88
W. F. Bundy, M. D., natural sciences.....	1883-86
Elizabeth Hargrave, methods and supervisor of practice teaching.....	1883-84
Frances A. Parmeter, methods and supervisor of practice teaching.....	1884-91
Helen M. Farrand, assistant grammar department.....	1884-85
Mrs. Lena B. Shepherd, principal grammar department.....	1885-86
Bertha Schuster, assistant grammar department.....	1885-87
John W. Stump, natural sciences.....	1886-88
Clara F. Robinson, drawing and physiology.....	1886-90
Emma J. Fuller, teacher intermediate department.....	1886-91
Alfred J. Andrews, director of physical training.....	1886-87
Sara E. Whitaker, English language and literature.....	1887-88
Mary R. Saxe, assistant preparatory and grammar departments.....	1887-89
Geo. C. Shotts, mathematics and general history.....	1888 —
Arthur A. Upham, natural sciences.....	1888 —
Annie M. Cottrell, English language and literature.....	1888 —
Margaret Hosford, { principal preparatory and grammar departments.....	1888-89
{ United States history and mathematics.....	1889 —
May Church, physical training.....	1888-89
Mary L. McCutchan, principal preparatory and grammar departments.....	1889 —
Anna Barnard, assistant preparatory and grammar departments.....	1889 —
Gertrude L. Salisbury, physical training.....	1889-92
Lizzie Hughes, { drawing and physiology.....	1890-92
{ drawing and penmanship.....	1892 —
Annie Klingensmith, methods and supervisor practice teaching.....	1891-92
Katherine G. Spear, teacher intermediate department....	1891 —
Hattie L. Goetsch, teacher primary department.....	1891 —
Nina C. Vandewalker, methods and supervisor practice teaching.....	1892 —
Lena Bateman, physical training and physiology.....	1892 —

OSHKOSH NORMAL SCHOOL.

Geo. S. Albee, president, mental science and school management.....	1871 —
Robert Graham, { director of model school.....	1871-75
{ reading, vocal music and conductor of institutes.....	1871-81
D. E. Holmes, natural science.....	1871
Mrs. Mary Holmes, geography.....	1871
Anna W. Moody, history and rhetoric.....	1871-82
Martha Hazard, drawing and calisthenics, etc.....	1871-75
Mary H. Ladd, mathematics.....	1871-83
Maria S. Hill, teacher grammar department.....	1871-81
Rose C. Swart, { teacher primary department.....	1871-74
{ geography and penmanship.....	1874-84
{ art of teaching and supervisor of practice teaching.....	1884 —
Henry C. Bowen, natural science.....	1872-74
Mrs. Helen A. Bateman, English grammar and composition.....	1872-84
Frances E. Albee, teacher intermediate department.....	1872-83
Wm. A. Kellerman, natural sciences.....	1874-79
Anna S. Clark, instrumental music.....	1874-78
Martha Kidder, teacher primary department.....	1874-75
Emily F. Webster, Latin and mathematics.....	1875 —
Mortimer T. Park, director of model school, etc.....	1875-78
Henry Marin, German.....	1875-76
Lucy A. Noyes, teacher primary department.....	1875-76
Frances Taylor, drawing.....	1875-76
Irene E. Gilbert, teacher primary department.....	1876-77
Amelia E. Banning, drawing, etc.....	1876-84
J. P. Haber, principal preparatory department.....	1877-78
Elizabeth B. Armstead, teacher primary department.....	1877-80

Mrs. L. L. Cochran, principal preparatory department.....	1878-88
Lydon W. Briggs, } director of model school, etc.....	1878-85
Lucy C. Andrews, { mathematics.....	1878-79
Carrie E. McNutt, vocal and instrumental music.....	1879-80
Waldo E. Dennis, natural science.....	1878-86
Frances E. Tower, mathematics and grammar.....	1879-82
Alfaretta A. Haskell, } teacher intermediate department.....	1879-80
} teacher primary department.....	1883 —
Laura Fisher, kindergarten director.....	1880
Nancy M. Davis, mathematics and geography.....	1880 —
Lillian A. Duffies, grammar and history.....	1880-82
Vanie C. Doe, teacher grammar department.....	1880-83
Nellie F. Wheaton, teacher primary department.....	1880-83
Nellie E. Talmage, kindergarten director.....	1880-81
Eunice E. Frink, history.....	1881-82
Jenny L. Jones, kindergarten director.....	1881-82
Madison M. Garver, natural science.....	1882
Wesley C. Sawyer, conductor of institutes, etc.....	1882-85
A. N. Marston, natural science.....	1882-83
Harriet E. Clark, reading and elocution.....	1882 —
Eliza Darling, history and literature.....	1882-84
Fannie C. Colcord, kindergarten director.....	1882-85
J. M. Wilson, natural science.....	1883-85
Mary Apthorp, Latin.....	1883 —
Carrie E. Hanson, } teacher intermediate department, etc.....	1883-87
} principal grammar department.....	1887-89
Therese E. Jones, English grammar, composition and rhetoric.....	1884-89
Grace Darling, history and English literature.....	1884-92
Harriet C. Magee, drawing and social science.....	1884 —
Frances A. Carpenter, assistant grammar department.....	1884-85
Lorenzo D. Harvey, conductor of institutes, etc.....	1885-92
W. N. Mumper, natural science.....	1885-89
Mrs. Fannie M. Marchant, principal grammar department.....	1885-87
Mellie McMurdo, assistant grammar department.....	1885-86
Flora A. Slosson, teacher intermediate department.....	1885-87
Lucy Washington, kindergarten director.....	1885-86
Mrs. E. L. Blakeslee, music.....	1886 —
Mary Grandy, assistant preparatory department.....	1886-88
Henry Leembuis, gymnastics.....	1887-88
Emma G. Saxe, } assistant grammar department.....	1887-89
} principal preparatory department.....	1889 —
Philinda Whiting, teacher intermediate department.....	1887-90
Mary S. Dunn, gymnastics and hygiene.....	1888-90
Jennie G. Marvin, } principal preparatory department.....	1888-89
} principal grammar department.....	1889 —
Sarah A. Dynes, assistant grammar department.....	1888-92
George M. Browne, natural science.....	1889 —
Violet D. Jayne, English grammar, composition and rhetoric.....	1889-91
Mary S. Howe, pianist and instrumental music.....	1889-91
Persis K. Miller, assistant grammar department.....	1889 —
Dora Dresser, teacher intermediate department.....	1890-91
Theodora A. Hooker, gymnastics and hygiene.....	1890-91
J. Rufus Hunter, physics and mathematics.....	1891 —
May G. Slotterbec, history and literature.....	1891-92
Mina DeH. Rounds, English grammar and composition.....	1891 —
Helen A. Woods, gymnastics and hygiene.....	1891 —
Nellie L. Smith, pianist and instrumental music.....	1891 —
Nancy Darling, teacher intermediate department.....	1891-92
Emma L. Berry, history.....	1892 —
Josephine Henderson, English language.....	1892 —
Mrs. Alma McMahon, assistant preparatory department.....	1892 —
Dennie G. Dowling, teacher in model school.....	1892 —
Walter C. Hewitt, conductor of institutes, etc.....	1892 —

RIVER FALLS NORMAL SCHOOL.

Warren D. Parker, president.....	1875-89
Jesse B. Thayer, mathematics, conductor teachers' institutes.....	1875-86
Albert Earthman, history, geography, music.....	1875-78
W. S. Barnard, physical science.....	1875-77
Lucy E. Foote, reading, spelling, English literature.....	1875-88
Laura G. Lovell, history.....	1875-77
Sarah A. Barnes, history, drawing.....	1875-77
Margaret Hosford, English grammar and rhetoric.....	1875-78
Leora Pusey, mathematics.....	1875-77

Emily Wright, teacher grammar grade.....	1875-77
Lizzie J. Curtis, teacher primary grade.....	1875-78
Mary A. Kelly, teacher intermediate grade.....	1875-77
Mary E. Burt, teacher grammar grade.....	1876-77
Julia A. McFarland, { teacher grammar grade.....	1877
{ mathematics, geography.....	1877-79
Ellen C. Jones, teacher grammar grade.....	1877-81
F. H. King, natural science.....	1878-88
Mrs. M. E. Jenness, { Latin, English language.....	1878-80
{ supervisor of practice teaching.....	1880-83
Lonise W. Parker, teacher primary grade.....	1878-87
Julia M. Stancilist, supervisor of practice teaching.....	1878-80
Mrs. V. A. Potter, singing, drawing, writing.....	1878-79
Nellie L. Hatch, history and geography.....	1879-82
Myra Irwin, singing, drawing.....	1879-80
Charlotte J. Caldwell, { Latin, English language.....	1880-90
{ history, geography, rhetoric, grammar.....	1890-92
{ English language, general history.....	1892
Jennie E. Blakeslee, vocal music.....	1880-81
Nettie E. Burton, assistant supervisor of practice teaching.....	1880-81
Harriet A. Salisbury, preparatory grade.....	1880-81
Ellen C. Jones, history, geography.....	1881-87
Mae E. Schreiber, { vocal music.....	1881-87
{ history, geography, music.....	1887-90
Sarah H. Strong, teacher grammar grade.....	1881-83
Jane L. Terry, teacher intermediate grade.....	1881-84
Edith I. Avery, teacher.....	1882-84
Zilpha S. Hubbard, teacher grammar grade.....	1883-84
C. H. Keyes, teacher history and mathematics.....	1883-84
Mrs. E. Avery Watson, { teacher.....	1884-86
{ mathematics.....	1886-88
Sophie E. Davis, mathematics, history.....	1884-85
J. T. Lunn, language, mathematics.....	1884-85
Rosalie A. Hatherell, teacher grammar grade.....	1884-91
Lizzie A. Darnell, teacher intermediate grade.....	1884-92
Sadie F. Burr, mathematics, vocal music.....	1885-86
Antoinette E. Brainard, supervisor of practice teaching.....	1885-86
Alice H. Shults, supervisor of practice teaching.....	1886
A. J. Andrews, director of physical training.....	1886-87
H. T. Kirk, conductor of institutes.....	1887-88
Cora Lee Summers, teacher primary grade.....	1887
A. L. Ewing, natural science.....	1888
Annie W. Burbank, English literature, reading.....	1888-89
Miss A. E. Knapp, English literature, reading.....	1889-90
G. G. Payne, mathematics.....	1888
May D. Roberts, mathematics.....	1889-92
J. Q. Emery, president, etc.....	1889
W. J. Brier, conductor of institutes, literature, etc.....	1889
Maud E. Remington, { preparatory branches.....	1890-91
{ Latin, English composition, German.....	1891
Elizabeth F. Knox, drawing, vocal music.....	1890-91
Grace B. Marsh, physical training.....	1891-92
Carrie T. Pardee, drawing.....	1891
Mrs. F. M. Thatcher, vocal music.....	1891
Mattie A. Seiders, principal grammar grade.....	1891-93
J. E. NeCollins, mathematics.....	1892
Carrie M. Sheldon, preparatory grade.....	1892
L. H. Clark, { United States history, geography, two terms.....	1892
{ mathematics.....	1893
Eva E. Holcombe, principal intermediate grade.....	1893
Jane A. Sheridan, physical training.....	1892
Rose M. Cheney, preparatory grade.....	1892
Lovila M. Mosher, United States history, geography.....	1892
Lona Washburn, principal grammar grade.....	1893

MILWAUKEE NORMAL SCHOOL.

J. J. Mapel, president, psychology, etc.....	1885-92
Alexander Bevan, natural science and mathematics.....	1885-89
S. Helen Romaine, English language and literature.....	1885-92
Eleanor Worthington, geography and history.....	1885-86
Mary S. Cate, methods, superintendent of practice teaching.....	1885-86
Emily W. Strong, critic teacher third and fourth grades.....	1885
Dora Hilliard, critic teacher fifth and sixth grades.....	1885-88
Mary Campbell, critic teacher first and second grades.....	1885-87
Silas Y. Gillan, conductor of institutes, etc.....	1886-92

A. J. Andrews, conductor of physical training.....	1886-87
Mary E. Sykes, methods, superintendent of practice teaching.....	1887-89
Margaret W. Morley, physical training and drawing.....	1887-90
Winifred E. Jones, critic teacher primary department.....	1887 —
Eliza A. Sargent, critic teacher seventh and eighth grades.....	1888-89
Mary L. Warner, critic teacher third and fourth grades.....	1888-89
Alice E. Sanborn, critic teacher fifth and sixth grades.....	1888 —
Chas. P. Sinnott, mathematics and natural sciences.....	1889 —
Margaret E. Conklin, methods, superintendent of practice teaching.....	1889 —
L. H. Eaton, vocal music.....	1889-91
Mabel L. Anderson, critic teacher seventh and eighth grades.....	1889-92
Miriam S. Faddis, physical training and drawing.....	1890 —
Robert McMynn, Latin.....	1891-92
Ada Rockwell, music.....	1891-92
Carl Lueders, physical training.....	1892 —
L. Dow Harvey, president, etc.....	1892 —
Charles P. Chapman, conductor of institutes, etc.....	1892 —
I. N. Mitchell, Latin and mathematics.....	1892 —
Mae E. Schreiber, English language, music, literature.....	1892 —
M. Elizabeth Allen, critic teacher seventh and eighth grades.....	1892 —
Jennie Ericsson, sloyd.....	1892 —

ALBERT SALISBURY.

History of Teachers' Institutes in Wisconsin.

BY W. H. CHANDLER.

Among the forces which have contributed largely to the progress and efficiency of the work of common schools in the state of Wisconsin, is that of the teachers' institutes. These institutes, as organized and managed in this state, have attracted the attention and received the commendation of prominent educators in other states, have been exceedingly popular and largely attended by teachers of all grades in the state, and have been fruitful in great benefits in three lines of effort, viz.: (a) in imparting direct and excellent instruction to persons having had meager advantages in the ordinary common schools and no other, as scholastic preparation for teaching; (b) in cultivating and promoting knowledge of the theory and art of teaching by instruction in and exemplification of the principles underlying methods of teaching, organization, management and discipline; and (c) by creating an *esprit de corps*, professional pride, and the spirit of emulation.

The institute work in Wisconsin, like all institutions of value, has been a matter of growth, development and adaptation. If there is any one feature of this work which has commended it to the favor of our own people, and to others who have observed it from the outside, it is that of conformity to existing needs, and complete and organic relation to other educational forces. This will be apparent by reviewing briefly the origin and history of the institute work, and what has been attempted to accomplish through this form of effort.

From 1818 to 1836 Wisconsin formed a part of the territory of Michigan, its population was small and scattered, and educational interests were necessarily neglected. From 1836 to 1848 the territory, now constituting the state, was for a short time connected with Iowa, and then organized as a territory by itself. The school laws of Michigan, with other laws of that territory, were adopted almost entire, and were exceedingly crude and defective. They contained no provision for supervision of schools or support of them by public and general taxation. But by immigration from Eastern

states the population increased, and schools became an imperative necessity. These were provided by private enterprise, and supported by voluntary contributions and rate bill assessments.

Frequent applications by localities were made to the territorial legislature for authority to raise money by taxation to build schoolhouses and support schools, which were sometimes granted and sometimes refused, as the local representative favored or opposed the measure. When granted, the school affairs were administered by local commissioners, who also examined and gave certificates to teachers, leased the school lands, and made reports to the secretary of the territory. The election or appointment of town superintendents was agitated in and out of the legislature, but failed of success. So that we can learn of no effort during the territorial period to organize teachers for mutual improvement and assistance. Wages were low, distances between settlements were great, and no central supervisory agency existed to lead and permeate such organization.

With the agitation of the question of organization as a state, which preceded the constitutional convention of 1845, the leading friends of a liberal public school system began the discussion of needed features in that system. Public meetings were held and a sentiment created which decidedly affected the action of the convention. But this attempt to organize the state by adopting a constitution failed. The discussion continued, and in 1848 a constitution was adopted. In this provision was made for the establishment of academies and normal schools. In the discussion in relation to this feature, the idea was persistently insisted upon that teachers' institutes were inseparably connected with normal school instruction. In less than a year after the state organization was perfected by the election of state officers and members of the legislature, the regents of the university, which had been provided for in the constitution adopted in 1848, by an ordinance established a normal department in that institution. Honorable Eleazer Root, then state superintendent, in his annual report made at the close of 1849, in transmitting the ordinance above mentioned to the legislature for ratification, remarked that such a normal department, with a system of teachers' institutes, may answer present needs. In this remark we find crystallized in official expression the prevailing idea of the leading educators of that time, of a system of teachers' institutes, having

organic and vital relation to normal instruction. Here is the germ of the system since wrought out and put in practice by the thoughtful and self-sacrificing men and women who have devoted their lives to the work of public and general education in the state. It is important to bear this in mind and hold in grateful remembrance the sagacious men who conceived and put forth this germinal idea of institute work. Although not immediately or practically realized, this scheme was thoroughly embedded in the minds of the friends and champions of the public school system. Over this ideal they brooded, until the time came when it was practicable to realize it in actual and successful experience.

The constitution of the state provided for the supervision of schools through a "state superintendent and such other officers as the legislature may direct." By law the office of town superintendent was created. Each town superintendent examined and qualified teachers within his own jurisdiction. Great diversity in the qualifications of teachers necessarily prevailed, and the schools, of course, reflected in exaggerated form the weakness or strength and fitness of the teachers employed. By the reports of the early superintendents, it is evident that no one fact strongly impressed them as the need of professional instruction and inspiration, and they did what they could to meet this need. They labored assiduously with the legislature to secure the establishment of normal instruction in some form. They were ably seconded in their efforts by the faculty of the university, and by a few leading and able men who had charge of the public schools in the few cities and principal villages that were organized. Unsuccessful in their application for aid to the legislature they "bated not one jot of heart or hope," but turned to their own individual exertions, and in their zeal and public spirit went from point to point, held meetings for mutual help and inspiration, and for the comparison of methods and discussion of theories.

January 1, 1852, Hon. Azel P. Ladd, the second state superintendent, assumed official position. Failing to secure an appropriation from the legislature to defray the expenses, he organized and held in various localities in the state what were termed "temporary normal schools." In his report for 1853, he said: "To mitigate the disadvantages arising from the engagement of a number of persons so diversified in qualifications and character, I have adopted the system of holding temporary normal schools for their instruction

in the branches of science and the art of teaching. These schools have been thus far conducted under manifold embarrassments, without legal provision for their organization or means for their support. * * * I am satisfied that they have been of practical utility, and that great good would result from their incorporation into one general plan of public instruction."

Here we have the beginning of normal schools and teachers' institutes vitally connected, an attempt to realize and exemplify the ideal of a predecessor.

Superintendent Ladd was succeeded in 1854 by Hon. H. A. Wright. He lived to discharge the duties of his office but a little more than a year, and was succeeded by Hon. A. C. Barry. During his administration, town superintendents, to some extent, and the more progressive teachers began holding teachers' institutes in country places, localities not reached by the temporary normal schools. These were largely held for a single day, on Saturdays, were entirely voluntary, and devoted to exemplification of methods of teaching, especially of mental and written arithmetic, grammar, or parsing, and geography, the latter largely consisting of practice of systems of map drawing. Persons were secured to lecture, if possible, and discussions of the exercises presented resulted in much mental quickening, and the diffusion of knowledge of the best methods of awakening and maintaining the interest of pupils. Often a teacher would take to the place of meeting a class of bright and apt pupils, —a model class—and exemplify methods. Classes would be formed of teachers present, and these put through a course of practice in recitation on the simplest parts of elementary subjects. The "model" class would frequently excel in quickness and accuracy, and thus vindicate the method of their teacher, humiliate for the time being the selected class of teachers, and provoke to study and emulation. The teachers of some towns would sometimes send word they would hold a session of their institute in a neighboring town, perhaps in a benighted one, where no such efforts for improvement existed. These were often the occasion of considerable attendance of citizens, and the exhibitions of the model class, in contrast with the inertness of their own teachers, would create quite a sensation, and set the town to talking, and result in improved school sentiment and practices.

This type of institutes continued for many years, and although not true to the original ideal, except remotely,

had its place in moulding public sentiment and preparing for the better way that followed.

During Superintendent Barry's administration of three years he secured the passage of an act authorizing the state superintendent to hold teachers' institutes, and appropriating annually not to exceed one thousand dollars to defray the expense.

Hon. Lyman C. Draper succeeded Superintendent Barry, and the institute work was systematized to the extent which the limited means warranted. The prominent teachers of the state engaged in the work with intelligence and ability. Lectures on educational topics, discussion of theories, organization and management, were characteristic of the exercises. J. G. McMynn, Racine; J. G. McKindley, Kenosha; Dr. J. H. Magoffin and A. A. Giffith, Waukesha; J. L. Pickard, Platteville; W. C. Dustin, Beloit; H. W. Collins, Janesville; A. C. Spicer, Milton; W. Van Ness, Fond du Lac; W. P. Bartlett, Watertown; J. E. Munger, Waupun; A. Pickett, Oshkosh; D. Y. Kilgore, Madison, are the names of gentlemen who did valiant service in these pioneer institutes, and wrought a work of untold value in creating and maintaining worthy and high standards in the art of teaching and the qualifications of teachers for their high calling.

In January, 1860, Hon. J. L. Pickard succeeded to the superintendency. During the preceding year the interest in teachers' institutes was largely increased through the labors of Dr. Henry Barnard, of Connecticut, an educator of national reputation, who was acting as chancellor of the university, and agent of the board of regents of normal schools in conducting teachers' institutes. This board was created in 1857, and provision was made for a fund to be used "for the encouragement of academies and normal schools." This fund was to be distributed among the colleges, academies and normal schools of the state which organized, maintained and instructed classes for normal training. A part of this fund was used in maintaining teachers' institutes. It is not clear by what interpretation this was deemed authorized, but Dr. Barnard was appointed agent of the board to examine the classes of institutions making application to share in the fund, and distribute the money pro rata according to the number successfully passing the examination. He was also to conduct teachers' institutes in various parts of the state. He organized a nota-

ble corps of conductors for a series of fourteen institutes at prominent points in as many different counties, besides short sessions of two days or more in five other counties. At most of these Dr. Barnard's presence and addresses were strong attractions, and the membership numbered over fourteen hundred in the aggregate.

Among his co-workers were Prof. John Ogden, of Ohio; Fordyce H. Allen and Charles H. Allen, of Pennsylvania; C. E. Hovey, of Illinois; Francis T. Russell and William S. Baker, of Connecticut; John G. McMynn, A. J. Craig and others, of Wisconsin.

During the years of Mr. Pickard's incumbency, who was twice re-elected, the same general system of institute work was pursued. Distinguished teachers of our own and other states were employed as conductors, and the general purpose was to inspire a professional spirit, incite teachers to make better preparations, and arouse public sentiment to demand better schools.

During this administration the town superintendent system was abolished, for which the county system was substituted, and by law each county superintendent was required to hold at least one institute each year for the instruction of teachers. Until 1867 these institutes were held by the county superintendents independently, each arranging his own scheme, and depending upon the leading teachers of his own district for assistance. Naturally they partook largely in character of their predecessors under the township system, although attendance was largely increased, being county and not township affairs. Little progress was made, however, in institute work toward the ideal from 1860 to 1866. The coming on of the war interfered. Prof. Charles H. Allen succeeded Dr. Barnard as agent of the board of regents, and he was succeeded by J. G. McMynn. These gentlemen both enlisted in the service of the country, and the county superintendents were inexperienced, and often were persons who had never been identified with schools or school work.

In September, 1864, Col. John G. McMynn became state superintendent, upon the resignation of Hon. J. L. Pickard to take the superintendency of Chicago city schools. He had been closely allied with all educational thought and movement in the state from the organization, and he immediately began a vigorous effort to secure the separate organization of state normal schools. This was accomplished in 1866. The



Yours truly,
Robert Graham.

law then enacted provided for the separate establishment of normal schools not only, but enlarged the powers and means of the board for the purpose of holding teachers' institutes. In 1867 the board adopted a plan of co-operation with county superintendents in holding institutes, by offering to pay necessary expenses of institutes, under certain supervisory regulations, which was cordially and generally coincided in by the county superintendents.

In the fall of 1868, Captain Robert Graham was appointed agent of the board to organize, systematize and supervise teachers' institutes in the state. He entered vigorously upon that work, which he continued in that and other capacities until he was elected state superintendent in the fall of 1881. No other man in the state has rendered more efficient service, or left a deeper or more beneficent impression upon the teaching force of the state than Mr. Graham. His close observation, keen analysis, untiring energy, and genius in suggestiveness were unreservedly given to the institute work, and state superintendents and committees of the board of regents availed themselves without reservation of his valuable services and co-operation.

In 1871 the legislature authorized still further expansion of the institute work by making provisions for normal institutes, to be held in such localities as were least benefited by existing normal schools, three of which had at this time been established and opened to the public. The board of regents of normal schools was authorized to use five thousand dollars annually for institute purposes from the normal school income, and two thousand dollars annually was appropriated from the general fund for the same purpose.

The time had now come to put into practical operation the system of institutes contemplated, as we have have seen, from the beginning. These normal institutes were to be held for a period not less than four weeks. Colonel Samuel Fallows had succeeded to the state superintendency. The entire management and control of institutes was by law and by act of the board of regents committed to the state superintendent and a committee of the board, acting conjointly. They immediately took measures to organize the work. Co-operation of county and city superintendents was continued. These arranged the time and places for holding the institutes in their respective localities, made all necessary incidental arrangements for their accommodation and

that of teachers, and made application in writing to the state superintendent for conductors. The committee designated and paid salaries and expenses of all conductors and lecturers. Enrollment blanks and registers were furnished upon which to collect statistics of name, age, daily attendance, attendance previously at institutes, experience in teaching by months, highest grade of school attended and highest grade of certificate held.

The committee divided the state into districts, corresponding to the number of normal schools existing, and designated one of the faculty in each school as an institute conductor, who was to have general charge of the institute work in the district in which he resided. This was never made arbitrary in practice, but each conducts institutes in other districts, in conformity to requests of superintendents, or convenience as related to time and place. These conductors are subject to the call of the committee for institute work, both in term time and during vacations of normal schools. In the spring, institutes are held during vacations of country and village schools, during March and April, and in summer and autumn, in August, September and October. This arrangement was ratified by the board of regents, and the work was prosecuted with vigor. The normal institutes were held in August and September, and sometimes extended to six weeks in duration. The principals of the graded schools co-operated most cordially, and many of them were employed as assistant conductors, at nominal salaries and payment of expenses. Two conductors were usually assigned to an institute continuing more than one week, who alternated in charge of the institute, all attending at the same time to the same exercise. Latterly some effort has been made to separate large institutions into sections, with simultaneous exercises in different rooms, where practicable. A number of female teachers of prominence and skill have been employed and have given great satisfaction.

It very soon became apparent that still greater unity and effectiveness in institute work was desirable, especially as the largely increased demand for conductors made it necessary to employ many men who had no experience in directing institutes. At the suggestion of Prof. Robert Graham, a convention of institute conductors was called and held at Sparta in July, 1873. All who desired to engage in institute work were invited to attend, and the committee paid one-half of the expenses of attendants. This was an exceedingly

valuable meeting. Under the leadership of Prof. Graham classes were formed, and methods and matter of institute work were exemplified. Discussion followed and criticism was keen and unsparing. The purposes of the institute were clearly and strongly emphasized, and the fitness or unfitness of applicants for this especial line of work was manifest to themselves. As a result of this meeting it was decided that the committee should annually prepare and publish for the guidance of conductors and attendants a syllabus of the work to be done during the year, which included the subjects to be considered, the scope or topics to receive attention, and suggestions as to method of treatment. This proved a very helpful arrangement, furnished a definite plan of work, and became the basis of assignment of preparatory study daily for members of the institutes.

This meeting of conductors became annual, usually held at the same place and immediately preceded or followed the annual meeting of the Wisconsin teachers' association, largely attended by other than conductors, and considered one of the most inspiring and suggestive of our educational gatherings. With modifications the meetings and syllabus have continued to the present time.

The first arrangement of institute districts and conductors was as follows: Platteville school district, Duncan McGregor; Whitewater, Albert Salisbury; Oshkosh, Robert Graham. Two others have since been arranged upon opening of schools, as follows: River Falls, Jesse B. Thayer; Milwaukee, Silas Y. Gillan. It is certainly within the bounds of truth and propriety to assert that if any state ever had a quintette of more facile, tactful, able and conscientious institute conductors to inaugurate and carry on for many years a work of great importance and vital necessity, that state has been exceedingly fortunate and unusually favored.

Recent changes, with one exception, by promotion to the state superintendency or to the presidency of normal schools, have entirely changed this original corps of principal conductors. At present they are as follows: Platteville, A. J. Hutton; Whitewater, T. B. Pray; Oshkosh, W. C. Hewitt; River Falls, W. J. Brier; Milwaukee, C. H. Chapman.

This is the system of teachers' institutes in vogue in Wisconsin. We have traced its evolution along the line of relationship to normal and professional work, from its in-

ception to its culmination in close and vital organic relation with separate and distinct normal schools and their work. The policy controlling this feature of school work has been continuous and uninterrupted. State superintendents have changed frequently, but for twenty years no change has occurred in the head of the committee on institutes of the board of regents. Thus the experience, the traditions and the plans in detail have been preserved, constantly available and continuously utilized, for progress and efficiency. Without exception, the relation between the committee of the board of regents and the state superintendents has been harmonious in the highest degree. No political or personal bias has in the least degree disturbed united effort for the good of the public.

The Wisconsin teachers' association has taken an active interest in institute work at all times, and by its wise and timely discussions and criticisms contributed much to promote growth and proper development.

It remains briefly to sum up the results of these many years of effort along the lines indicated at the beginning of this paper.

I. During the year ending July 1, 1892, eighty-five institutes were held in sixty different counties—sixty-two in the summer and fall of 1891, and twenty-three in the spring of 1892. These were in session an aggregate of three hundred and fifty-eight days. In ten counties only no institutes were held. Five thousand one hundred and seventy-nine attendants were enrolled and the expense of the same was \$7,569.22. This is about an average of recent years. While academic instruction is not directly a feature, yet incidentally it will at once be seen that in exemplification of matter and methods of treatment, a vast number of indifferently qualified teachers have received most timely and excellent instruction by the best teachers in the state. This will be more apparent by a statement to be made later. The statistics gathered at the beginning of this work showed that a large proportion of attendants had only the advantages of common schools and often very poor schools.

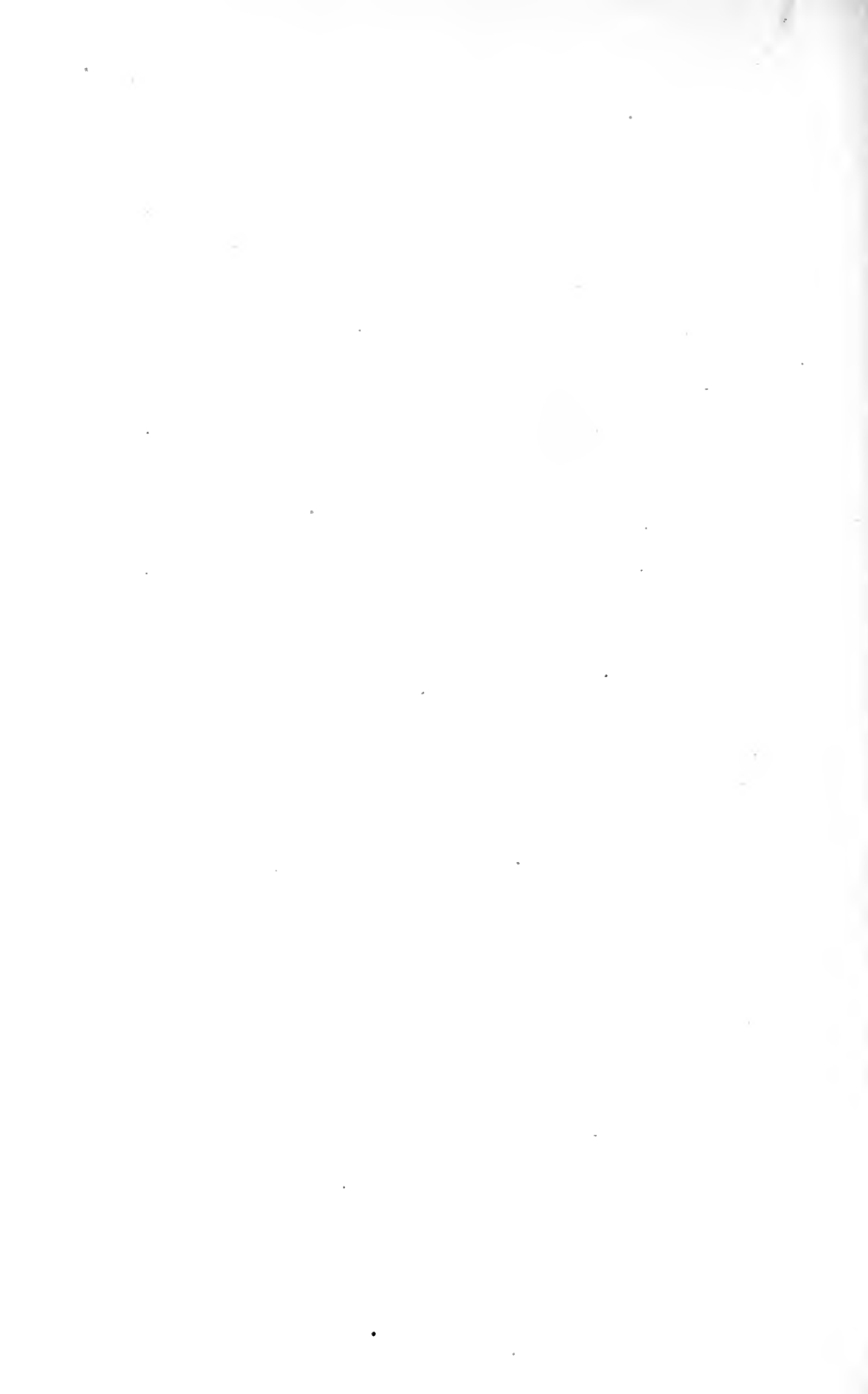
II. The effort at instruction in and exemplification of principles underlying correct teaching, has revolutionized the practices of teachers in class work, in organization, and in management. No one familiar with the earlier practices in Wisconsin schools will dispute this statement, or deny that the efficiency of many of them has been quadrupled by this

means. Even the earlier and crudely managed institutes contributed largely to this end by simply revealing the practices of the best teachers; and the latter institutes have largely reinforced the value of the better methods by inculcation of principles upon which they are based, and leading to an intelligent apprehension and appreciation of their value and necessity.

III. In nothing has the value of the institute work been more apparent than the spirit of emulation which has been awakened, and the effort of all grades of teachers to use all possible means of improvement, scholastic and professional. The institute has thus become a feeder for normal and high schools, a stimulus to private study, reflection and experiment.

Mention has been made of the adaptation of institutes for current need. Perhaps a word in the way of illustration will make this clear. When the law inaugurating the county superintendency was enacted, requiring written examinations of teachers, and establishing certificates of three different grades, the relations of teachers was greatly changed. Through the institutes these matters were discussed, proper tests for examinations were considered, and thus teachers were prepared for the change, and county superintendents themselves were greatly assisted. When the law required teachers to be examined in the constitution of the state and of the United States, and later in physiology and hygiene, either of which had been in the curriculum of but very few schools, teachers were guided into the proper way of studying these branches and fitting themselves for the new demands of the state. Still later, when a general and strong movement was made to improve and systematize instruction in ungraded schools by the introduction of a course of study, the institutes took up that work, and by exposition and illustration greatly aided teachers in comprehending the course and the methods of its administration.

Other instances of adaptation to current needs might be mentioned, but enough have been cited to show what is meant by the phrase and by this popular feature of institute work.



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